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ABSTRACT

This instructor's guide addresses issues of sex bias as they occur in the shop area of the Culinary Arts Program. The first part gives general background by discussing sex discrimination and schools and course enrollments by sex and the Culinary Arts shop at the Minuteman Regional Vocational Technical School, Massachusetts. A second, and much larger, part focuses on strategies (developed at Minuteman) to overcome the effects of sex bias. It describes three focuses of the plan of action: Culinary Arts instructional materials, students' self concepts and biases, and instructor's shop management. Three sections discuss activities undertaken. The first section describes procedures used to review department textbooks, reports findings, and outlines strategies to counteract bias. The second focuses on the survey of students' attitudes and sex differences and reports major findings and conclusions. The third section concerns the self-examination of instructors' actions in the shop and lists strategies for seven aspects of the curriculum. A checklist follows, which is both a summary of manual highlights and an instrument for self-monitoring. Extensive appendixes provide relevant articles and materials, including checklists for evaluating materials, analyses of textbooks, student survey, and selections from "Guidelines for Sex-Fair Vocational Education Materials." (YLB)

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TECHNIQUES FOR ELIMINATING SEX DISCRIMINATION FROM VOCATIONAL EDUCATION:

An Instructor's Guide for Culinary Arts

Prepared and written with the participation
of the Culinary Arts Faculty
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September 1979

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ABOUT THIS GUIDE

In accordance with Massachusetts certification requirements for vocational instructors, all the Chef Instructors in the Culinary Arts program have trained in food service institutions or businesses. Historically, the industry has been hierarchically structured and heavily male-dominated. Females tend to be clustered in the lower-paying, less prestigious jobs. Commonly, in commercial establishments, males work up the ladder through positions of cook, chef, and manager; females tend to remain in non-career positions such as waitress and salad-maker. In institutions, many females advance to dietitian or supervisor, but few go beyond. Thus, the industry which is sex stereotyped has been the training ground for the instructors.

Of course, both instructors and students bring with them society's traditional stereotypes about what constitutes appropriate behavior for males and females in general. In addition, as students develop skills in Culinary Arts, they secure part-time and summer jobs in local restaurants and food service institutions where they are likely to find themselves participating in typically sex stereotyped work situations. Thus the bias of the industry, i.e. to favor males over females, in addition to general sex stereotyping, conflicts with the objectives of public education, i.e., to equalize opportunities for all students.

In the fall, 1978, Georgia Glick, a Boston University graduate student, conducted a study of the students in the Culinary Arts program to determine what differences, if any, existed in the educational experiences of the males and females. One of the conclusions of the study was that both adults and students engage in practices -- some consciously, others unconsciously -- which have the unintended effect of limiting the capacity of some students, especially the high school females, to acquire the full range of competencies that the program is designed to offer.

Concerned, Peter Crafts, Director of Food Services, requested specific recommendations and decided to initiate active efforts to address the situation. In addition, he enlisted the support of Linda Kulow Upton, (Minuteman Tech's Title IX Curriculum Evaluator) and together they secured a grant from the Commonwealth Inservice Institute to hire Glick to assist them in conducting a self-evaluation of the Culinary Arts curriculum and to engage in a series of training sessions on issues surrounding sex bias as they occur in their shop.

One of the primary objectives of the program was to develop a teacher's guide for future use by staff members of the Culinary Arts Department. To the best of our knowledge no other guide has been developed by vocational teachers to address issues of sex bias as they occur in the shop area. Therefore, we hope this guide will be useful as a model for other instructors in vocational education shops who share our concern to provide sex-fair instruction to all our students.

Peter Crafts, Director of Food Services

Georgia S. Glick, Consultant

Linda Kulow Upton, Title IX Curriculum Evaluator

June 1979

DEFINITION OF TERMS

The Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976 (Public Law 94-482) provides us with useful definitions:

1. Sex bias means behaviors resulting from the assumption that one sex is superior to the other.

   Example: A guidance counselor assumes that students of one sex are more capable in math and accordingly encourages the members of one sex more than the other to enroll in math-related vocational training.

2. Sex stereotyping means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

   Example: A student assumes that it is inappropriate for a member of his/her sex to learn skills which are non-traditional, i.e. that females should not learn mechanical skills, or that males should not learn child care skills.

3. Sex discrimination means any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

   Example: A school administration which schedules males on an exploratory program in auto mechanics and auto body shop and females in health and child care shops is discriminating on the basis of sex.

GENERAL BACKGROUND

Sex Discrimination and Schools

From the start, it is important to emphasize that schools have not created sex discrimination or sex stereotyping; essentially they pass on the values of the society around them. However, because schools are charged with providing the formal education of our young people, they have a responsibility and an opportunity to help eliminate some of the harmful effects of sex discrimination and sex stereotyping.

Sex bias and sex stereotyping exist throughout our society. At home, when parents encourage only their daughters to play with dolls and only their sons to play with trucks, they are making assumptions about what behavior is appropriate for them. In elementary school, when teachers encourage boys to play in one area of the playground and girls in another at different games, they are making assumptions about what is proper behavior. At the junior high level, if parents and teachers encourage only boys to think seriously about preparing for a job and girls to focus on marriage and parenthood, they are limiting your peoples' thinking to approximately half of the full range of responsibilities they are likely to assume as adults. Young people absorb society's and school's messages early, and soon begin to stereotype themselves.

When it exists in a high school, sex discrimination is more serious, since the counseling, instruction, discipline, and other services reinforce earlier impressions and influence decisions that students make about their course of studies, which in turn affect their options after graduation. It is especially serious in vocational educational institutions since these schools are charged with training students for future careers. To a significant extent, vocational education determines a student's income range, degree of job satisfaction, as well as opportunities for advancement and challenge.

It is well documented that sex bias and sex stereotyping have existed in vocational education throughout the United States. Information from the Department of Health, Education and Welfare, Office of Education for 1976 and 1977 shows that male and female students are concentrated in programs traditionally identified as intended for them.

TABLE 1

Percent of Total Enrollment in Vocational Education Programs in the United States by Sex[1]

	1976		1977	
	Male	Female	Male	Female
Health Occupations	21.2	78.8	21.2	78.8
Occupational Home Economics	15.3	84.7	16.1	83.9
Consumer and Homemaking	16.8	83.2	18.4	81.6
Office Occupations	24.9	75.1	24.9	75.1
Technical	88.7	11.3	83.0	17.0

The chart also reveals that between 1976 and 1977, female participation increased in technical, trade and industrial, and vocational agriculture programs. There was also an increase in male participation in Consumer and Homemaking programs and Occupational Home Economics programs.

Course Enrollments by Sex at Minuteman Tech

Not surprisingly, at Minuteman, the distribution of males and females in vocational clusters follows the national pattern.

[1] Source: Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education. Printed in Federal Register, Vol. 44, No. 56 -- Wednesday, March 21, 1979. "Vocational Education Programs": 17162.

TABLE 2

Distribution of Enrollments in Vocational Clusters by Sex

Grades 10-12 and Postgraduate[2]

October 1, 1978

	Male		Female		Total	
	%	No.	%	No.	%	No.
Building Trades Total	98.1	153	1.9	3	100	156
Building Trades	100	3	0	0	100	3
Cabinetmaking and Carpentry	96.2	75	3.8	3	100	78
Electrical Wiring	100	53	0	0	100	53
Plumbing	100	22	0	0	100	22
Commercial Services Total	47.3	123	52.7	137	100	260
Culinary Arts	59.5	53	40.5	36	100	89
Cosmetology	3.3	2	96.7	59	100	61
Distributive Education	35.5	11	64.5	20	100	31
Horticulture	72.2	57	27.8	22	100	79
Child Care	3.8	2	96.2	50	100	52
Electronics Total	91.8	67	8.2	6	100	73
Electronics	94.5	35	5.5	2	100	37
Data Processing	82.6	19	17.4	4	100	23
Repair and Service	100	13	0	0	100	13
Graphics Total	66.25	53	33.75	27	100	80
Commercial Art	60.5	26	39.5	17	100	43
Graphics	64.3	9	35.7	5	100	14
Printing	80.0	16	20.0	4	100	20
Drafting	66.7	2	33.3	1	100	3
Health Occupations	0	0	100	4	100	4
Metal Fabrication Total	97.	131	3.	4	100	135
Auto Body	100	53	0	0	100	53
Machine Shop	97.4	37	2.6	1	100	38
Metal Fabrication	100	8	0	0	100	8
Sheet Metal	100	6	0	0	100	6
Welding	90.0	27	10.0	3	100	30
Power Mechanics Total	97.2	105	2.3	3	100	108
Auto Mechanics	96.1	74	3.9	3	100	77
Heating, Ventilation and Air Conditioning	100	29	0	0	100	29
Fluid Power	100	2	0	0	100	2
Technology Total	84.6	33	15.4	6	100	39
Instrumentation	54.5	6	45.5	5	100	11
Packaging	100	15	0	0	100	15
Plastics	92.3	12	7.7	1	100	13

[2]This was the most accurate information on file at Minuteman; some students may not have selected their shops as of October 1, others may have switched shop majors during the course of the year.

TABLE 3

Distribution of Enrollments in Culinary Arts
by Sex and School Class

Grades 10-12 and Postgraduate

October 1, 1978

Class	Male		Female		Total	
	Percent	Number	Percent	Number	Percent	Number
1979	68.2	15	31.8	7	100	22
1980	62.9	17	37.0	10	100	27
1981	66.6	18	33.3	9	100	27
Postgraduate	23.0	3	76.9	10	100	13
TOTAL	59.5	53	40.4	36	100	89

Comparatively speaking, Culinary Arts has a balanced representation of males and females. Indeed, many females are employed in the food service industry; however, they tend to be clustered in the lower paying, less prestigious jobs. [For more detailed information, see Appendix B, "Job Potential in the Food Service Industry".] Therefore, one of the goals of the Culinary Arts Department is to prepare females, as well as males, for productive, and profitable, careers in the industry. Accordingly, our curriculum review has had two objectives:

1. to identify and eliminate sex bias or sex stereotyping, however subtle or unintended, and
2. to develop positive strategies to prepare females to succeed in a male-dominated industry.

The Culinary Arts Shop At Minuteman

The Culinary Arts area consists of four vocational shops: bakery, cafeteria, restaurant and pastry. Students prepare and serve more than 1500 meals per day for the Fife and Drum Restaurant, public bakery, school cafeteria, and faculty dining area. Each day students perform many different assignments; frequently tasks require close cooperation. Often students work under pressure to complete food preparation and deliver service promptly. The pressure to produce quantity goods at industry standards is inherent in the design of the curriculum, for the degree to which Culinary Arts offers students a "real" working situation is one of its chief assets.

Therefore, along with specific trade skills, Culinary Arts students must work effectively in a team effort. Thus the interpersonal relationships of the students are important to the success of the entire operation as well as the achievement of each individual.

Historically, the Culinary Arts/Hotel-Restaurant industries, particularly European style restaurants, have been male-dominated. Since the 1960's however, important segments of the industry such as large chain hotels and restaurants as well as institutional services have grown rapidly, opening new opportunities to females as well as to males.

Since Minuteman has been open, its Culinary Arts shop has experienced an overall increase in the proportion of females enrolled. In the first year of full operation, 1977-1978, 31% of the enrollment was female; 69% was male. In 1978-1979, 36% was female and 64% was male, representing a 5% change. As more females enter the shop, instructors have become increasingly aware of tne need to modify some of their teaching methods and curriculum so that the program will prepare females as well as males for satisfying and profitable careers in the food service industry,

STRATEGIES TO OVERCOME THE EFFECTS OF SEX BIAS

Plan of Action

To develop strategies for overcoming the effects of sex bias and sex stereotyping, instructors focused on three areas: Culinary Arts instructional materials, students' self-concepts and biases, and instructors' shop management.

As a first step, instructors reviewed department textbooks for sex bias. Among the understandings gained were the different kinds of bias that may appear in instructional materials and the ways in which these materials reflect sex bias in the food service industry itself. Next, instructors developed techniques for counteracting the limitations of the textbooks.

To gain a better understanding of Culinary Arts students' attitudes towards working with males and females in the shop as well as differences in their awareness of the world of employment, a student survey was developed. The process of designing the survey and discussing the findings increased the staff's appreciation of student motivation and behaviors in the shop, and helped to formulate questions about students' needs.

Finally, the staff reviewed their own actions in the shop to determine whether any of them inadvertently reinforced stereotyping among the students. To facilitate this process, the staff agreed to have Glick and Upton visit each area of the shop as participant-observers for several days.[3] The objectives for their visits were agreed to by the staff as follows:

1. To increase their understanding of the curriculum tasks and attendant pressures in each shop.
2. To identify patterns of student interaction which may affect their workstyles and acquisition of competencies.

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[3]The model for this method of data collection was based upon their previous studies of vocational shops.

3. To identify patterns of student-instructor interaction which may affect student workstyles and acquisition of competencies.

Following the visits, observors shared their findings with the staff and together they discussed possible strategies for promoting situations that would maximize the learning of all students in each shop setting.

The next three sections will discuss each of these three activities in greater detail.

Instructional Materials

Introduction

In general, students assume that books show a world which is accurate and desirable; however textbooks often give a distorted picture. Though they comprise over half of the population, women are present in less than 31% of textbook pictures in high school texts.[4] Males are portrayed as active, females as passive. Males are shown in a variety of roles, females are shown as housewives and mothers, despite the fact that 40% of the United States labor force is female. As the Massachusetts Department of Education states in one of its pamphlets on evaluating instructional materials,

> In presenting females and minorities with little basis for self-identification and few positive models to emulate, textbooks have denied them the opportunities to build positive self-concepts. Instead, students have been presented with stereotypes of women and minorities which imply sexual .... inferiority. All students have thus been deprived of exposure to the varied cultural groups and lifestyles of our diverse society. These textbooks provide little help to foster relationships based on human qualities rather the than stereotypical expectations.[5]

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[4] Weitzman, Lenore J. and Diane Rizzo. Biased Textbooks: A Research Perspective: Action Steps You Can Take. Washington, D.C.: National Foundation for the Improvement of Education. 1974. p. 2.

[5] Audrey Bell. "A Guide for the Evaluation of Instructional Materials Under Chapter 622". Nadine Wandzilak, ed. Massachusetts Department of Education. p. 3.

Review Procedures

The review of the textbooks consisted of identifying incidence of the six forms in which sex bias appears in instructional materials. They are as follows:[6]

1. Linguistic Bias. Use of the male pronoun for terms that can apply to either sex. Example: "mankind" for "humankind" or "people", "busboy" for "busperson", etc. It is also present in instances such as, "cheese was invented when the first man permitted the milk in his canteen to go sour."
2. Invisibility/Exclusion. Failure to treat activities of either sex. Example: discussing the development of recipes by only mentioning men who have invented recipes and failing to discuss women's recipe contributions, discussing the development of hunting and meat preparation as a male activity and failing to discuss the development of agriculture and produce preparation as a female activity, or using illustrations of males performing jobs rather than illustrations of both males and females.
3. Unreality. Not depicting a situation as it actually happened. Example: "The Constitution guaranteed equal rights to all Americans." This is unrealistic, because the statement fails to mention the fact that women, black slaves, and Native Americans (American Indians) did not have equal rights with white males.
4. Isolation/Fragmentation. Separating discussion of males and females. Example: a book which lists different jobs as being appropriate for males/females and/or which contains separate chapters, one on the "male" jobs and one on the "female" jobs

[6] "Definitions of Types of Bias". Handout at Seminar on Techniques for Implementing Title IX/Chapter 622. Given by Massachusetts Department of Education. April 30-May 1, 1979.

existing in the Culinary Arts field. Such divisions emphasize a limited range of job possibilities instead of suggesting a broad range of opportunities available for all young workers depending on their individual interests and abilities. It causes students to assume that males and females should be treated differently and have different options open.

5. Imbalance/Selectivity. Weighted representation of one or the other sex. Example: a ten page chapter on male contributions to Culinary Arts, and a two page chapter on female contributions. Another example would be the use of both male and female pronouns for one job (example: for managers) and use of the male pronoun for all other jobs in the food service industry.
6. Stereotyping. Attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex. Example: portraying female cooks as homemakers and male cooks as chefs in a restaurant kitchen.

Findings

The group reviewed all texts used in the related theory classes. Findings indicate that the major portions of the textbooks are concerned with food preparation skills and descriptions of equipment and are sex neutral; however, in certain sections white males dominate over females and minorities in both the written text and pictures.

In some cases females and minorities were entirely excluded. In other cases the presentation of males and females was stereotyped. Examples of sections which tend to be stereotyped are: history of the industry, job descriptions, and information on possible careers, among others. (For a more detailed analysis of textbooks used in the Minuteman Culinary Arts program, see Appendix E.)

Strategies to Counteract Bias in Instructional Materials

Having found that bias existed, the staff developed strategies for counteracting it. The idea of replacing the books was rejected for practical

reasons: no other industry texts currently available would better serve present curriculum needs and be less sex-biased. Therefore, strategies were based on the assumption that these particular books will continue to be used with the following approach:

1. Teach students to identify the types of sex stereotyping present in their textbooks. (A form designed for this purpose is included in Appendix D.)
2. Have students review their own textbooks, noting the number and variety of different occupations suggested for males and females.
3. Present supplementary materials with positive examples of women in careers in the food service industry. Such materials may be available in trade or educational journals, newspapers or feature magazines. (For a suggested list of resources, see Appendix G.) Perhaps a bulletin board could be set aside for posting such materials. This could be a permanent display and students would be encouraged to bring in materials to post.
4. Using supplementary materials for positive examples, conduct class discussions on such questions as:
   - How do textbook presentations of workers compare with students' own observations of the kinds of jobs males and females hold?
   - Do textbooks omit occupations with which they are familiar? Can males and females both perform those jobs?
   - How are male and female roles changing in the work force generally and in the food service industry in particular?
5. Invite guest speakers who would be positive role models for students to speak to the class.
6. Contact textbook companies and require revision of materials to make them sex-fair. (A form for this purpose is included in Appendix D.)

Student Survey

Introduction

To increase their understanding of male and female students' attitudes about shop and work experience, the staff developed a survey. In particular, instructors thought it would be useful to know whether students indicated differences by sex in the following areas: orientation to Culinary Arts, workstyles, experience in the job market, awareness of current work and family roles, and projections for their own future employment.

Instructors also decided that, based on their experiences working with students in the classroom, the following criteria must be met:

1. The instrument should not take students more than 15-20 minutes to complete.
2. The reading level should be appropriate for all students.[7]
3. Tests should require as little writing as possible from students.[8]

After agreeing on needs and practical matters to be considered, the staff developed its own survey by combining sections of several surveys currently in existence and produced an instrument to fit their particular needs. (For a copy of the survey and a brief explanation of its design, see Appendix F.)

The instrument was administered in June 1979 to students in grades 10-12 and postgraduate students. Of 53 males enrolled, 31 participated; of 36 females enrolled, 33 participated. All students took the survey on the same day -- academic students during their related classes, and shop students during the last 30 minutes of the day. Several seniors had already left school on early release and were therefore unavailable for testing.

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[7] They decided that 6th grade reading level was optimal, due to the high percentage of Special Needs students in the shop.

[8] Therefore multiple choice questions, checklists and fill-in-the blank questions were used where appropriate.

While the results are not conclusive, they do suggest that there are some differences in the concerns and perceptions of the male and female students. The major findings and conclusions are as follows.

Major Findings of the Student Survey

1. More females indicated they chose Culinary Arts to study things they liked; more males indicated they chose Culinary Arts to prepare for a job.
2. More males indicated a preference to seek information or help from other male students; more females indicated they would seek help from either, although grade 10 females indicated a preference for other females.
3. Considerably more males than females indicated they found Culinary Arts to be "hard" or "very hard".
4. When asked to identify problems or difficulties in Culinary Arts, the most common responses were "not enough chance to do different jobs", and "not enough time for teacher to teach new material". However, a considerable number indicated they found "no problems".
5. When asked to identify two out of four qualities necessary to be a student leader in Culinary Arts, nearly all students indicated "to be good at doing the work". The quality checked next most often by grades 10 and 11 was "to be liked by the students"; grade 12 and postgraduate students were more likely to indicate "to be able to give directions to students". Few selected the alternative "to be liked by the teacher".
6. More male students indicated they would rather show other students how to do jobs in the kitchen; more females indicated they would rather have a good student show them how to do jobs.
7. Males have held more part-time and summer jobs than females. About the same number of male jobs as female jobs are industry-related. However, more males than females, among those holding jobs, have secured positions above the lowest entry levels.

8. Among students in grades 11 and 12, more males than females found that their Culinary Arts training "helped somewhat" or "helped a lot" in performing their work, on a regular job. However, more females found that what they had learned on regular jobs had helped them to do their work in the Culinary Arts program.
9. Concerning students' awareness of male/female work patterns, results were as follows:
   a. Nearly all students indicate that for every $1.00 men earn on a job, women earn 95¢ or $1.00. The correct answer is 57¢.
   b. A large majority of students indicated that in 1/2 or more husband-wife families (with children) both husband and wife work at paid jobs. The correct answer is 1/2.
   c. Over 80% of males and over 65% of females indicated the average man would work 40 years or more in his lifetime. 45 was the nearest correct answer given.
   d. A large majority of students indicated the average woman would work 32 years or more in her lifetime. The correct answer is 23.
10. With the exception of 33% of the senior males, very few students of either sex indicated they would like to marry 1-5 years after graduation. The large majority indicated "don't know".
11. More females than males thought they might have problems getting the kind of jobs they wanted. The problems females checked most often were: "may not get the job because of your sex", and "may not be able to pay for more education, training". Both males and females indicated "may not be able to get hours that fit in with home life".
12. Over 65% of the males, and nearly all females indicated that the gender of their manager or chef made no difference to them.
13. Both groups listed an equally low number of jobs they "hope to be doing" one and five years after graduation.

14. Males and females appear to be equally aware of the types of jobs available in the industry. However, more males than females think that certain jobs are more appropriate for one sex only.

Conclusions

The following conclusions were generated from the staff discussion of the student survey data.

Orientation to Culinary Arts. Males in Culinary Arts appear to be more job-oriented than females. This finding is consistent with that of other studies on high school-age students, and with the instructors' impressions. The fact that more males than females find Culinary Arts to be "hard" or "very hard" may suggest that they exert more effort to perform the assigned tasks. That more females indicated they selected Culinary Arts to study "things they like", and that they do not find the shop work to be as "hard", may suggest they exert less effort. On the other hand, perhaps they do not distinguish between home cooking and quantity food preparation. A notable exception to this pattern is the postgraduate females, a significant number of whom do find the curriculum to be "hard", or "very hard". In general, instructors have found these females (age range approximately 18-45) to be motivated and hard-working. These findings raise some questions for the curriculum:

1. What can be done to motivate young females to invest more of themselves in their Culinary Arts training?
2. Survey results indicate student awareness that females are apt to work for many years. Perhaps shop attitudes indicate females have already decided their working position will be subordinate to men and at lesser jobs. If so, why try to work as hard?
3. How much opportunity do students sense is available for females in the industry?
4. How important is the fact that they lack female role models among their shop instructors? Can the postgraduate females serve as positive role models?

Workstyles. The results of the survey indicate that females are more willing to seek help and information from members of either sex while males prefer males. Instructors suggested several possible explanations for this tendency:

1. Some female students are more mature physically and socially than males their age and, as a result, are more interested in communicating (or perhaps flirting) with members of the opposite sex.
2. Male students outnumber female students 6:4 and are therefore more readily available for advice.
3. Adolescent females may regard males as superior.

More males than females indicate a preference to show other students how to do jobs, rather than to be shown. Perhaps they are more confident of their skills; or perhaps they identify more with a dominant role, and females with a follower role. This point reminded instructors that many females have great difficulty in assuming leadership roles, e.g. to be dining room manager, or in charge of the back-up kitchen range behind the restaurant. These conclusions raise the following questions for the curriculum:

1. What can be done to increase females' competence in fulfilling the demands of a leadership position? How can their willingness to become leaders be increased?
2. How can males be encouraged to be more flexible in working with females, particularly in being more comfortable in accepting orders from the female shop students assigned to be managers for the day?
3. Does females' confidence in their capabilities need to be strengthened?

Outside Work Experience. In general, males have held more regular part-time and summer jobs than females, and more of them have secured jobs above the lowest entry level positions. While age may explain some differences, further investigation is warranted here. The staff recognizes that the quality of their outside work experience may influence females' sense of potential for career possibilities as well as their motivation to apply themselves in Culinary Arts tasks at school.

Among the curriculum questions this data raises are these:

1. Do females need more encouragement to seek outside employment, especially to seek outside employment in the food service industry?
2. Are females meeting discrimination from employers? What assurances do instructors have that employers are not discriminating on the basis of sex in their hiring?

General Awareness of Work and Family Roles. In general significant numbers of all student categories indicate an awareness that both males and females will work for considerable periods of their adult lives.[9] However, no category of student, with the exception of the postgraduate females, realizes the extent of the discrepancy between the wage rates received by the average male versus female worker. Very likely they do not understand some of the reasons for these differences or what females may do to improve their own chances for better positions. The fact that more females than males express concern about locating jobs they like suggests some general awareness of difficulties for females. These results suggest some curriculum needs:

1. Students need to develop a better understanding of the discrepancies in working conditions for males and females.
2. Students need to develop a greater understanding of positive steps they can take to enhance their chances for better opportunities.

Except for some of the senior males, no category of student indicated interest in marrying within five years of graduation.

The fact that both groups listed an equally low number of jobs they "hope to be doing" one and five years following graduation suggests several possibilities. Perhaps students dislike answering this sort of question, or possibly they have not thought very seriously about specific jobs for themselves. Further inquiry is warranted here.

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[9] It would be interesting to know how many come from families where both parents are employed.

Vocational Shop Management

Introduction

Since the Culinary Arts curriculum is set up to resemble an actual job situation, student workers must produce large quantities of food to industry standards on a prescribed schedule. Frequently, the pressure under which they work is intense.

One of the attitudes students must develop to be successful workers is self control under pressure. Since they are usually assigned to work in teams, students must learn to work well together.

Of course, in addition, they must cope with their personal concerns. The situation is complicated by the fact that -- except for some of the postgraduates -- students are adolescents. Consequently, they are apt to be struggling with problems of identity and sexual awareness that may interfere with their efforts to interact as co-workers.

Instructors considered relaxing the pressure to ease potential tension between students, but concluded that this would prove a disservice. Students would not be preparing adequately for the pressures of an industry job.

Therefore instructors decided the appropriate solution was to maintain production levels, but to take the following affirmative actions:

1. Prepare females to cope effectively with the situation of entering a male-dominated industry.
2. Assist males to work more effectively with females as co-workers.

Accordingly, the instructors developed strategies for the following aspects of their shop curriculum: job assignments, responses to student self-concept, helping students to become leaders, setting standards for student behavior, encouraging career aspirations.

Teaching Strategies

Responses to Student Self-Stereotyping. It appears to the staff that more males than females who enter Culinary Arts are receptive to performing

certain kinds of job-related tasks, such as lifting heavy objects, handling sharp knives or mechanical equipment, or cleaning large heavily soiled fixtures. In addition, in their industry, instructors have been accustomed to seeing males rather than females perform these jobs. Consequently, they may trust males more than females. Moreover, in our society generally, some of these jobs have been considered "unladylike", and a gentleman may wish to "protect" a female from doing them. Such long-established patterns of socialization are difficult to overcome in a setting which is supposed to encourage equalizing the distribution of activities.

Additionally, the staff recognizes that usually the male students are concerned about their "male" image and do not want to "lose face" with other students. Probably this feeling is partly responsible for driving the males to prove themselves at jobs, which at first they may find disagreeable, strange or frightening.

On the other hand, the staff has noticed that some of the high school females repeatedly avoid doing certain tasks. Among students it is more acceptable for females to avoid proving themselves; they do not "lose face". Sometimes, in fact, they may hide behind the perception that certain jobs are not "ladylike", and therefore inappropriate for them to do. Very likely they do not realize how much they are limiting themselves, or lowering the expectations that teachers or other students, especially males, will set for them in the future.

When students and teachers are under pressure to produce goods quickly, not surprisingly teachers will turn first to the students who indicate the greatest willingness and ability to perform the required task. Students who have previously shied away from learning procedures are not able to participate equally. Thus a gap in achievement may open up between males and females. Active students quickly become identified by both teachers and students as capable and knowledgeable, and are sought after by less experienced students for help and information, as well as leadership. Such attention reinforces the confidence of the active student. The gap widens.

Teachers may find, therefore, that they need to help female students' awareness of self-stereotyping which limits their own motivation to learn. To counteract this tendency the following is recommended:

1. Recognize that some students, particularly females, may need some extra encouragement to get used to shop tasks, such as gutting fish, or using the band saw. They need to understand that because they have not practiced skills before does not mean it is inappropriate for them to learn now.
2. Keep in mind that "protecting" a student from unfamiliar or "unladylike" jobs on account of sex is not a favor. Rather, it is a denial of opportunity to learn competencies.
3. It may happen that if a male and female are working on the same job, the female "allows" the male to "take over". While this may result in getting the job completed, and the male may be trying to be genuinely helpful, both students may not understand that their actions are limiting the female's opportunity to learn job skills. Intervene, discuss this tendency with both students and encourage an alternate work style. If the pattern continues, you may need to discuss the tendency with the whole class.

The Assertive Versus the Shy Student. In Culinary Arts, students may depend upon learning procedures from the chef instructor. Sometimes, however, because of the press of production, an instructor is not available. Therefore, students are encouraged to seek alternate sources of help and information, i.e. other students. The assertive student, who is not afraid to ask questions or initiate action, will learn more than the quiet or uncertain one.

Left to their own, assertive students may dominate others to such an extent the latter do not participate in some activities. Thus the instructor may find special measures have to be taken to ensure that quieter students learn as well as others. In addition, alternate sources of learning may be needed:

1. Keep posted in public view and discuss in class a list of the competencies expected of all students. The more specifically task competencies are written out, or displayed

graphically, the more opportunity all students, especially shy ones, will have to comprehend what is expected of them.

2. Post in public view the recipes being used for the day; store them in a class notebook for future reference.

The Importance of Teamwork. Another quality for success in Culinary Arts is the ability to work as part of a team. Some students, especially girls, may be less familiar with the concept of teamwork. Most likely males have acquired more experience in team sports than females. The principles of teamwork apply to the work situation.[10] Instructors may find they need to enhance the accomplishments of the class as a group in order to reinforce positive identification by all individuals:

1. Keep posted in public view an accumulated list of the accomplishments of the class, e.g. total number and variety of meals prepared, or number of clients served to date, etc.
2. Set aside some time near the end of the week to publically praise the accomplishment of one or two students. Select an equal number of males as females. Develop categories that justify your praising the actions of quieter students, e.g. "the student who improved the most", "the student who acted responsibly in a difficult situation", etc.

Job Assignments. In the morning, teachers begin by assigning students to the first round of food preparation jobs. During the day they make many other assignments. Therefore on any given day, each student will perform several separate tasks. One of the teachers' concerns is that all students, regardless of sex, have equal opportunity to perform as many different jobs as possible, and that no one group repeatedly avoid doing certain kinds of jobs (such as clean-up). Among the guidelines they recommend are these:

1. Rotate students to different jobs as systematically as possible. Keep a written record (e.g. chart) of what tasks students have done each day. Because cleaning up is fairly routine, but least popular, assignments for this task might be made for the week. Let students with management potential assist in keeping the job charts. [See Appendix H for sample charts.]

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[10] Betty Lehan Harragan. Games Mother Never Taught You. New York: Warner Books. 1978: pp.79-80, 94-95.

2. Make these charts available to students so they can see what kinds of jobs thay have tended to perform over the term. Discuss with students how they should be distributing their future efforts.
3. Avoid assigning students of one sex to jobs first and students of the other sex to jobs last. Vary the order.
4. Avoid assigning males only to work with males, or females only to work with females. Mixed assignments can give students practice in learning from each other as well as taking directions from each other.

Helping Students to Become Leaders. One of the opportunities students have in Culinary Arts shops is to practice supervisory and management roles. In all of these shops older, more experienced students frequently supervise the food preparation of younger, less experienced students.

In two of the shops, cafeteria and especially restaurant service, there are further opportunities for management as some students rotate through job stations such as cold sandwich and salad preparation, broiler cook and hot food serving, and dining room manager.

For all students shifting from a peer position to a leadership role among their friends is difficult. For female students, the transition is compounded by several problems: they lack adult female role models; they are unaccustomed to giving orders to males and may do it ineffectively; males are equally unaccustomed to taking orders from females, and may resist their efforts.

Moreover, studies indicate that females who aspire to leadership positions in fields that are male-dominated experience strong fears. Basically, they fear that their professional success will make them less attractive as females.[11]

In contrast, the male does not experience such a conflict. In fact, for him to succeed as a leader enhances his attractiveness.

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[11] Matina S. Horner. "Feminity and Successful Achievement: A Basic Inconsistency", in Feminine Personality and Conflict, ed. by Edward L. Walker. (Belmont, California: Brooks/Cole Publishing Co., 1970) pp. 46-47.

Consequently, the female student with leadership potential faces a serious problem: How can she be a successful leader in Culinary Arts and still retain her attractiveness as a female?

Therefore, instructors may find they need to provide special assistance for students assigned to leadership roles. The following strategies are recommended:

1. In food preparation assignments, when possible place older, more experienced females in supervision of younger males.
2. Conduct special group sessions for potential student leaders to discuss such issues as developing a comfortable management style, relating to peers, special problems of male/female, boss/worker roles.
3. Assist students to distribute job assignments on a sex-fair basis. Accumulate the weekly job assignment charts for future reference to ensure that over the school term all students are assuming their fair share of different jobs.
4. Consider whether postgraduate female students are suitable role models for the high school age females. If so, enlist their help in developing the younger students' personnel management capabilities.

Setting Standards for Student Behavior. Standards must be equal for males and females. As the instructors shared their experiences, they became aware of the fact that females, in particular, requested special treatment, especially when assigned to tasks that were very messy (e.g. cleaning the ovens, washing down the walk-in refrigerators) or potentially dangerous (e.g. using the slicer or band saw).

Exempting students from certain tasks is not a favor; it encourages the development of poor attitudes towards work and results in student failure to learn certain skills which are involved in completing tasks. The staff, in essence, would make students less employable by not insisting upon maintaining the same standards for all students. Thus, the first and foremost rule of thumb is EXPECT THE SAME THINGS FROM FEMALE STUDENTS THAT YOU EXPECT FROM MALE STUDENTS.

In the process of developing techniques for coping with the pressure of the shop, students experiment with various methods for maintaining self-control. One of the devices commonly used to relate to each other or to cope with tension is friendly teasing or trading "put-downs".

Similar patterns of behavior exist among workers in the industry. Sometimes, however, students tease about one another's sex, race or physical handicap. Such teasing may become hurtful enough to interfere with the ability of the student who is the object of the teasing to concentrate on his/her assigned tasks. Since this may occur in an actual work sutuation, the problem should be dealt with. The following methods are suggested:

1. To the offending student, indicate your disapproval. Increase his/her awareness of how such teasing interferes with another student's ability to function effectively in the shop as well as slowing down production. Point out that such interference decreases productivity overall, which makes the offending student an undesirable co-worker or employee.
2. Help the student who is the object of teasing to develop strengths in coping with such situations. Let the student know that you disapprove and will deal with students who are offensive. However, emphasize that you cannot shield the student from possible future teasing either in the shop or on a job; it is he/she who will have to develop ways of preventing such influences to affect his/her work. Determine whether this student may be consciously or unconsciously provoking the situation, and help the student to identify and overcome such behaviors.

On other occasions, students may use coarse language. Instructors pointed out that this practice is common in occupations where workers perform jobs under pressure and where they must rely upon each other's performance

for their own safety or effectiveness. If mistakes are made or people become angry they need some safe way to "let off steam". The staff feels that words used in these ways are not necessarily offensive. Studies indicate that workers do use such language for other constructive purposes as well, such as seeking information and establishing trust.[12]

For many male instructors and students, hearing a female use such language seems inappropriate, or "unladylike". However, females as well as males, need safety valves. Consequently the test for disciplining a student's use of coarse language should be based upon the way the student uses the language, i.e. to relieve tension, as opposed to being disrespectful or personally abusive, and not on whether the speaker is male or female.

Accordingly, instructors recommend the following:

1. Determine whether there can be an acceptable standard for use of coarse language in the shop situation.
2. Determine whether there are acceptable alternatives to allow students to "let off steam".
3. Whatever standards are developed, apply them equally to males and females.

An inevitable issue with teenagers is their potential interest in dating classmates. A vocational shop in which students are free to move about offers many more opportunities for social interaction than a traditional classroom.

In addition, for some females the vocational shop may be the first time they have been part of a minority group in a co-educational setting. For some, the imbalance may be exciting; for others, it may be frightening.

Instructors may find they need to establish a clear code of conduct with respect to male/female students' social relations. The guiding principle should be as follows: on the job, students are co-workers first. Try to maintain a clear separation between student worker responsibilities in the shop and their personal social lives.

The following strategies are recommended:

1. Refrain from kidding students about their "girlfriends" or "boyfriends".

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[12] Jack Haas. "Binging: Educational Control Among High Steel Ironworkers". Blanche Geer, ed., Learning to Work, a special issue, American Behavioral Scientist, Vol. 16, No. 1 (September/October, 1972). pp. 27-34.

2. Avoid placing students in job assignments which encourage romantic relations at the expense of worker relations.
3. Be aware of certain tendencies among male and female teenagers:
   - Some students may invite inappropriate (i.e. sexual) social behavior from classmates.
   - Other students may use suggestive language or gestures in a manner calculated to embarrass classmates.
4. Establish and maintain with students a clear understanding of respectful treatment of members of the opposite sex. Emphasize to students that unacceptable behavior reflects negatively on them as co-workers and employees.

Advising Students About Employment. One of the unique features of the Culinary Arts Department is that instructors and students often work side-by-side in daily operations to produce goods and services for the public. Consequently, the curriculum offers many opportunities for informal exchange between instructors and students. While the staff does not carry the formal professional responsibility for career guidance, by nature of their special relationship with students as well as their relationship to the industry, the staff does have opportunities and responsibilities to advise students.

All students, but particularly females, need to know of positive role models in the food service industry. The overwhelming impression given in their textbooks, the media and in many work situations is that while many women enter the field, few advance beyond lower levels. Unless females as well as males have positive proof that the industry is a place where they can develop a career path, they may not think working hard in the vocational shop is worthwhile.

Therefore instructors may find they need to take the following steps:

1. Inform females of businesses which have shown affirmative action towards women.
2. Assist females as well as males to evaluate all possible job opportunities.
3. Inform female students of successful women in the industry.

Both Title IX and Chapter 622 Regulations state that any public school which places a student in a co-op training program with an outside employer have on file a written assurance that the employer does not discriminate on the basis of sex. In addition, the school should have on file similar assurances from any employers who recruit students for part-time or summer employment through school personnel. Thus the Regulations set a standard of conduct for school-employer relationships that affects the treatment of students. [For a summary of Title IX and Chapter 622 Regulations, see Appendix C.]

Another valuable resource is the individual at the school who is responsible for career education. This person can provide valuable assistance to both faculty and students in the area of employment service. For example, faculty may request that he/she contact companies to acquire information on their hiring practices. He/she can provide students with guidance in exploring possible career goals and can aid individual students in plotting specific steps they may take to achieve those goals.

Conclusion

In conclusion, it is important to re-emphasize that the faculty's primary objectives in developing this instructors' manual were as follows:

1. To increase their understanding of sex-bias and sex-stereotyping as they may occur in areas related to their professional work, including:
   - the food service industry
   - vocational instructional schools
   - students' behavior in shop
   - instructors' management of their shops
2. To provide intervention strategies for dealing effectively with issues of sex-bias and sex-stereotyping as they occur in their vocational shop setting.

The following checklist may serve as a summary of highlights from this manual as well as an instrument for self-monitoring.

A Checklist for Instructors*

An instructor can unintentionally say or do things that reinforce students' biases/stereotypes. Therefore, instructors should ask themselves the following questions:

1. Verbal Interaction with Students. Do you interact with males and females similarly with regard to:
   a. the frequency with which you call on them?
   b. the frequency with which you praise them?
   c. the kinds of behaviors you praise them for?
   d. the frequency with which you reprimand or punish them?
   e. the kinds of behaviors you reprimand or punish them for?
   f. the frequency with which you give individual help to them?
   g. the frequency with which you joke with them?
   h. the kinds of things you joke about?
   i. the kind of language you use around them?
   j. the terms (boys, young ladies) you use to address them?
2. Non-Verbal Interaction with Students. Do you interact with males and females similarly with regard to:
   a. maintaining eye contact with them?
   b. maintaining close proximity to them?
   c. using physical contact to indicate either support or disapproval?
3. Treatment of Students. Do you treat females and males similarly with regard to:
   a. standards for dress and appearance?
   b. norms governing language usage (slang/obscenities)?
   c. excusing them to use the restrooms and school medical personnel?

*Handout at Seminar on Techniques for Implementing Title IX/Ch.622. Given by Massachusetts Department of Education, Bureau of Equal Educational Opportunity, April 30-May 1, 1979.

4. Behavioral Expectations Set for Students. Do you have similar expectations for females and males with regard to:
   a. extending traditional courtesies to one another?
   b. standards of self-care (personal appearance, nutrition, rest, physical activity).
   c. the level and type of emotional expression considered appropriate for the classroom?
5. Sex Composition of Classroom Activity Groupings. Do you make sure that the following are undesignated as to sex:
   a. seat assignments or work group assignments?
   b. groups for extra-curricular and social activities (Gourmet Club, for example)?
   c. displays of students' work and projects?
6. Student Work Assignments/Roles. Do you provide a full range of opportunities and encouragement without reference or restriction as to sex for females and males in regard to:
   a. work assignments made (e.g. to routine food preparation, cooking, clean-up, etc.)?
   b. academic assignments (i.e., in related theory classes)?
   c. participation in any club or extra-curricular activity which is associated with your class or program?
   d. career options?
   e. interests?
   f. classroom library books?
7. Instructional Materials Presented to Students. Do you provide class activities and discussion for males and females with regard to:
   a. identifying biases and stereotypes present in instructional materials?
   b. comparing limited representations with the full range of job potential in the food service industry?

8. Role Models Presented to Students. Do you provide a full range of female and male role models in both sex traditional and nontraditional roles for students in regard to:
   a. materials for the bulletin board or in display cases?
   b. resource persons that students interact with in the classroom?
9. Performance of Students. Are the standards set for male and female students similar in regard to:
   a. expected levels of academic performance?
   b. criteria used for evaluation?

APPENDIX A

WOMEN IN THE LABOR FORCE

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WOMEN IN THE LABOR FORCE

In 1971 the Massachusetts Board of Education adopted ten "Educational Goals for Massachusetts". One goal emphasized the Board's concern for Occupational Competence. In 1978, the Minuteman Tech Staff "Philosophy and Goals" statement stressed the same goal, with a particular emphasis:

> EDUCATION SHOULD PROVIDE THE LEARNER WITH THE SKILLS, EXPERIENCE AND ATTITUDES, AND THE GUIDANCE FOR INITIAL JOB PLACEMENT; IT IS EQUALLY IMPORTANT FOR THE LEARNER TO DEVELOP A CAPACITY TO ADAPT TO CHANGING CONDITIONS.[13]

Among the changing conditions in today's job market, one which will affect all Minuteman graduates, is the tendency for women to enter and reenter the market in increasing numbers. The following facts about working women will highlight some of the major patterns:

Employment and Earnings

- As of November 1977, 41.1 million women were working for pay, up from 38.6 million in January 1977. Working women represent 41% of the labor force.
- In 1976, median annual earnings of full-time women workers were $8,312 -- only 60% of men's median annual earnings of $13,859.
- 2 out of 3 persons living in poverty in the U.S. are women. Hispanic and black women have an even higher incidence of poverty than white women.
- Though often thought of as "temporary" workers, 1970 figures show that women work an average of 22.9 years of their lives. Women without children work longer.
- Labor force projections estimate that 12 million more women will be added to the work force by 1990, representing more than one out of every two women over age 16.

Family Status

- The family with more than one wage earner has become a prominent feature in American life; in nearly half of all husband-wife families in 1976, both were earners.

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[13] "Philosophy and Goals". Minuteman Regional Vocational Technical School District. Adopted by the Staff on April 12, 1978 and by the School Committee on April 18, 1978. p. 5.

- "Average" family (father employed, mother not employed, 2 children) now describes only 7% of U.S. families.

- Almost 29 million children under 18 (46% of all children under 18) have mothers in the labor force. 13.6 million were in families in which the father was either absent, unemployed, or not in the labor force.

- In husband-wife families, 35% of pre-schoolers, 46% of children 6 to 13, and 53% of children 14 to 17 have working mothers.

- Based on census data, one out of three married women now in their late 20's or early 30's will have marriage end in divorce.

- Only 14% of divorced women are awarded alimony, and of those, only about 45% get their payment with any degree of regularity.

- 12.5% of white children are in families below the poverty line; for blacks it is 41.4%. More than two thirds of the black poverty children are in female-headed families.[14]

In addition, the latest statistics indicate that women are older when getting married for the first time, and that they wait longer after marriage to begin having families.

The data indicate that in all likelihood female graduates of Minuteman will work for significant periods of their adult lives regardless of whether they marry or have children. Despite the evidence to the contrary, many educators, parents and students alike continue to think of women as temporary employees, working primarily for "pin money". In fact the great majority will work for the same reasons men do: to support themselves and/or their families.

One of the consequences of the myth that women do not have to work is that educators, parents and students themselves may not value highly enough the females' need to develop serious attitudes about work.

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[14] Statistics taken from "A Few Facts About Working Women", published by the National Commission on Working Women, Center for Women and Work, Washington, D.C.

APPENDIX B

JOB POTENTIAL IN THE FOOD SERVICE INDUSTRY

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JOB POTENTIAL IN THE FOOD SERVICE INDUSTRY

A recent report based on U.S. Department of Labor Statistics indicates that the number of the nation's restaurants and fast-food establishments is increasing. Consequently, among careers where job growth is expected to be greatest by 1985 are that of cooks and chefs; nation-wide, 266,250 will be needed.[15] The predicted range of incomes is enormous ($8,000-$50,000), depending on location and type of operation, and as the number of eating establishments increases, demand and salaries will climb.[16]

Local information corresponds with the national pattern. According to a 1979 report by the Massachusetts Division of Employment Security, "Cooking in Large Hotels and Restaurants" is one of the 18 "Hard-to-Fill Occupations", particularly the specialty and foreign food cook.[17] Thus both U.S. and Massachusetts information indicate that desirable jobs are available in the food service industry for graduates of Culinary Arts.

However, other data show that such employers are not hiring females for these desirable jobs in the commercial sector. The available data show that among nontipped entry-level employees, dishwashers and more importantly second cooks are both "virtually all men". The latter statistic is particularly important for two reasons:

1. the relatively high average pay of $4.97,[18] and
2. the position is a step on a career ladder.

One might argue that female cooks are not available; however, according to the Division of Employment Security on occupations of job applications, they are.[19]

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[15] U.S. Department of Labor, in U.S. News and Work Report, "Where Tomorrow's Jobs Will Be" (November 1978), distributed at Minuteman 1978-1979.

[16] U.S. Department of Labor, in Family Circle, "The 50 Most Lucrative Jobs of Tomorrow" (March 1978), distributed at Minuteman 1978-1979.

[17] Massachusetts Division of Employment Security, Job Market Research Service, "Women and Youth in the Massachusetts Labor Force, 1979", p. 56.

[18] U.S. Department of Labor, Bureau of Labor Statistics, Region I -- Boston, "Industry Wage Survey: Hotels and Motels, Boston, Massachusetts" (May 1978)

[19] Massachusetts Division of Employment Security, "Manpower Information for Affirmative Action Program, 1978. Table 7B, "Occupations of Applicants in the Active Files in Employment Service Office by Selected Characteristics", p. 14.

Women comprise about 70% of all workers in food service occupations, however, most are clustered in lower paying, less prestigious jobs.[20]

Nevertheless, there are more women managers in the food service industry than in any other management group. 75% of them hold management positions in hospitals and nursing homes. Less than 6% work in the commercial sector. In general, they earn lower salaries than their male counterparts and advance more slowly.[21]

Thus, within the industry, there is a great deal of opportunity for today's vocational school graduate. However, in general, the institutional sector has been more receptive to advancing women than has the commercial sector. However, women are beginning to make advances there as well.

What is holding women managers back? According to a recent survey by an industry magazine,[22] women themselves are partly responsible. For instance, they tend to take too few degrees and in the wrong fields; 58% obtained their degrees in dietetics, whereas 20% of the males studied business and 42% studied hotel and restaurant management. Women as well as men need to prepare themselves to make business decisions.

In terms of the Culinary Arts curriculum, then, an important career guidance task is to provide students with a realistic picture of the traditional patterns of the industry, as well as exposure to some of the newer opportunities. Especially, it is important to emphasize to females as well as to males what courses will best prepare them to pursue the full range of opportunities available in the industry.

It is equally important that the presentation of curriculum materials be sex-fair, and that educators' actions, however subtle or unintended, do not discriminate among students on the basis of sex, nor do they present a biased or stereotyped picture of the job/career options in the field.

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[20] "Foodservice Industry Profile", National Restaurant Association, Washington, D.C. and "What Do the Women Really Want?", Institutions/Volume Feeding, Vol. 81, No. 10 (October 15, 1977) pp. 103-106.

[21] "Careers in Slow Motion: What's Holding Women Back?", Institutions/Volume Feeding, Vol. 80, No. 11, (June 1, 1977) pp. 50-51.

[22] Ibid, p. 51.

APPENDIX C

THE LEGAL MANDATE ON SEX DISCRIMINATION IN EDUCATION

Background

In 1971, the Massachusetts Great and General Court passed Chapter 622, which prohibits discrimination in public elementary and secondary education on the basis of sex, as well as race, color, religion or national origin. A year later, Congress passed Title IX of the Education Amendments of 1972, prohibiting sex discrimination in any educational institution receiving federal funds. Other federal laws cover the additional categories included in Massachusetts Chapter 622. Both of these acts are civil rights laws, and may be thought of as products of the Civil Rights Movement of the 1960's. In 1975, formal regulations were adopted for both laws, including specific regulations for selective vocational schools such as Minuteman.

Since 1917, when Congress passed the Smith-Hughes Act, the federal government has granted funds for vocational training. The level of federal financial support for vocational education has always exceeded that for general elementary and secondary education. Today, the federal government pays approximately 7-8% of local education costs; in vocational education programs, it pays for approximately 18%.

In 1961, President Kennedy appointed a national commission to evaluate the effectiveness of vocational education. Among the commission's findings were these:

1. Programs did not serve large segments of the population with unmet needs, including minorities, handicapped, and, indirectly, females.
2. Programs were insensitive to changes in the labor market.

In response to the commission's report, Congress passed the Vocational Education Act of 1963. Additional amendments were passed in 1968. Appropriations made under the Vocational Education Act financed a significant amount of the construction costs of the area vocational education schools (AVES), such as Minuteman. In 1976, Congress passed further amendments known as Title II of the Education Amendments of 1976, P.L. 94-482. These amendments require each state educational agency to submit a State Plan to the regional coordinator of the United States Office of Education (USOE) for addressing the needs of underserved populations, and to increase responsiveness to changes in the labor market. The

state agency responsible for the Massachusetts State Plan is the Division of Occupational Education within the Massachusetts Department of Education.

Among other issues, in Title II of the Education Amendments of 1976, Congress addressed the issues of sex bias in vocational education. The regulations are similar in basic intent to those of Title IX. However, there are some significant differences. Title IX addresses the issue of sex discrimination only. The 1976 Amendments address not only sex discrimination, but sex bias and sex stereotyping as well. While Title IX applies directly to local education agencies, the 1976 Amendments apply directly to state and federal programs, as well as to local programs funded under the Vocational Education Act. In addition the 1976 Amendments complement the requirements of Title IX with a specific mandate for states to undertake active efforts to overcome the effects of sex discrimination and sex stereotyping, and authorizes the states to use federal monies to do so. $50,000 has been appropriated to each state for the purpose of hiring personnel to initiate these efforts. In Massachusetts, the Sex Equity Coordinator for vocational education is a member of the Division of Occupational Education.

The next section will discuss the main portions of the implementing regulations of the two basic laws prohibiting sex discrimination in vocational education, Massachusetts Chapter 622, and federal Title IX. This presentation is only a summary; for copies of the complete regulations consult the addresses given below.

Basic Differences Between Title IX and Chapter 622[23]

Title IX:	Chapter 622:
1. Prohibits discrimination on account of sex	1. Prohibits discrimination on the basis of race, color, national origin and religion in addition to sex discrimination.
2. Bans sex discrimination in the employment practices of a school.	2. Emphasizes equalizing opportunities made available to students.
3. Applies to any school, public or private, that receives federal financial assistance.	3. Covers the practices of public elementary and secondary schools.

[23] The following comparison is an adaptation of the publication, "Title IX and Chapter 622, Compliance Guidelines for Public Schools", published by the Bureau of Equal Educational Opportunity, Massachusetts Department of Education.

aggregate, present non-stereotyped and non-detrimental characterizations of both sexes.

In addition, all school instructional materials must be reviewed for sex-role stereotyping. Appropriate activities, discussions, and/or supplementary materials must be utilized to counteract for students the effects of such stereotyping.

Extracurricular Activities

Both Title IX and Chapter 622 apply to athletic programs as well as to other extracurricular activities, such as clubs.

Scholarships and Monetary Awards

Both Title IX and Chapter 622 prohibit discrimination in granting scholarships and other forms of financial assistance and monetary awards, including athletic awards.

Title IX prohibits the use of sex as a criterion for making financial awards and further says that a school cannot solicit, list, approve, or provide facilities or services for a person or organization that is offering assistance to students in a manner which discriminates on the basis of sex.

Employment

Since adults serve as role models for students, Chapter 622 requires that school systems utilize adults in a wide variety of positions without regardsto sex. Title IX is considerably more extensive and comprehensive in this area. It prohibits discrimination on the basis of sex in all areas of emplcyment: recruitment, selection (except where sex is a bona fide occupational qualification), promotion, transfer, termination, compensation, job classification, fringe benefits, and granting of leaves. Any school system found to be presently discriminating on the basis of sex or which has been found to have so discriminated in the past is required to undertake affirmative action so as to overcome the effects of such past or present discrimination.

Title IX requires affirmative action to recruit among members of the underrepresented sex for categories of employment which show a disproportionate number of males or females.

Facilities

Title IX requires comparable facilities for males and females including toilet, locker room, and shower facilities. Chapter 622 states further that the goal of each school shall be to provide equal numbers of males and females with those facilities and conveniences within a school which are separated for reasons of privacy, such as showers, locker rooms, toilets, and lavatories. In addition, Chapter 622 requires that all new school construction be designed to ensure that all opportunities within the school be available equally to all students without regard to sex.

Active Efforts and Self-Evaluation

Notification

Both Title IX and Chapter 622 require that school systems notify all parents of school-age children, and the students themselves, including applicants for admission, of the non-discrimination requirements of their respective set of regulations. Methods specified include the use of notices sent home, local newspapers, radio, or television, and in-house publications.

In addition, Title IX requires that all potential and actual employees, all unions and professional organizations operating within the system, and all sources of referral of applicants for admission and employment, be informed that the institution does not discriminate on the basis of sex in the educational programs or activities which it operates.

Chapter 622 regulations specify that before any employer is allowed to recruit at or through any school, the employer must sign a statement that he/she does not discriminate in hiring or employment practices on account of sex.

Designation of Responsible Employee and Grievance Procedures

Title IX requires each school system to designate at least one employee to coordinate its efforts to comply with the Title IX regulations.

All students and employees must be notified of the name, office address, and telephone number of the employee so designated.

Title IX also requires the adoption and publication of grievance procedures providing for prompt and equitable resolution of student and employee complaints relative to noncompliance. Chapter 622 goes further to provide for the private right of enforcements as well as a complaint procedure including the role of the Bureau of Equal Educational Opportunity in receiving such complaints.

Institutional Self-Evaluation

Title IX requires by July 21, 1976: an evaluation of all school programs and policies for any discrimination on the basis of sex; modification of any effected policy; the establishment of remedial steps to eliminate the effects of any such discrimination; the maintenance of a file on the required evaluation for at least three years after completion including a description of all modifications and remedial steps.

Chapter 622 also requires an annual evaluation of all school programs to insure that all obstacles to equal access to school programs for all persons regardless of sex, no matter how subtle or unintended, are removed. Special attention must be given in this evaluation to schools and programs in which students of either sex present in the community are markedly underrepresented. Policies, procedures, and evaluation practices must be implemented to insure equal educational opportunity within the community.

Assurance of Compliance

All applications for federal financial assistance must be accompanied by an assurance form (from the Office of Civil Rights) indicating compliance with Title IX. This submission is dependent on completion of the self-evaluation and the documentation of modifications and remedial steps taken.

In-Service Training

Chapter 622 requires that each school system provide necessary information and in-service training for all school personnel in order to:

1. advance means of achieving educational goals in a manner free from discrimination on account of race, color, sex, religion, or national origin, and
2. enhance consciousness of the kinds of discriminatory and prejudicial practices and behavior which may occur in the public schools.

APPENDIX D

CHECKLISTS FOR EVALUATING MATERIALS

APPENDIX D

CHECKLISTS FOR EVALUATING MATERIALS

There are a variety of suggested approaches to evaluating educational materials. Samples of two are included in this Appendix. The first is based on checklists intended for general school use in accordance with Chapter 622 Regulations but has been adapted for vocational instructional materials. Accordingly, it includes questions on both race and sex bias.

The second was designed specifically to determine whether Vocational Educational materials are sex-fair. Since it does not include questions about minority groups, it would only partially fulfill the Chapter 622 textbook evaluation requirement.

The former is more detailed and requires specific, short, analytical answers (e.g. count data). The latter is more general, asking broader questions and requiring more interpretation.

SAMPLE #1

CHECKLIST FOR SEX AND MINORITY GROUP BIAS
IN TEXT BOOKS

Total Number of Pictures _____

Number of Pictures Showing:	Number	%
Only Men	_____	_____
Only Women	_____	_____
Mixed Sexes	_____	_____
No People	_____	_____
Only Minorities	_____	_____
Only Whites	_____	_____
Mixed Races	_____	_____
In Mixed Pictures:		
Women Looking on, Not Actively Participating	_____	_____
Women Fewer In Number Than Men	_____	_____
Males Looking On, Not Actively Participating	_____	_____
Males Fewer In Number Than Women	_____	_____
Males In Dominant Roles	_____	_____
Women In Dominant Roles	_____	_____
Males Younger Than Females	_____	_____
Females Younger Than Males	_____	_____
Minority Groups Looking On, Not Actively Participating	_____	_____
White Groups Looking On, Not Actively Participating	_____	_____
Minorities Fewer In Number Than Whites	_____	_____
Whites Fewer In Number Than Minorities	_____	_____
Minorities In Dominant Roles	_____	_____
Whites In Dominant Roles	_____	_____
Minorities Younger Than Whites	_____	_____
Whites Younger Than Minorities	_____	_____

Occupations Shown:	Number	%
Number Of Jobs In Which Men Are Shown		
Number Of Jobs In Which Women Are Shown		
Number Of Jobs In Which Minorities Are Shown		

Jobs In Which Men Are Shown:

Jobs In Which Women Are Shown:

Jobs In Which Minorities Are Shown:

Examples Used To Illustrate Points:	Number	%
Number Of Examples In Which Males (Male Names, Experts Quoted, Etc.) Are Used		
Number of Examples In Which Females (Female Names, Experts Quoted, Etc.) Are Used		
Number of Examples In Which Minorities (Minority Names, Experts Quoted, Etc.) Are Used		

Content Analysis:

Note specific examples of the following types of bias. Describe briefly.

1. Fragmentation/Isolation --

2. Imbalance/Selectivity --

3. Invisibility/Exclusion --

4. Linguistic --

5. Stereotyping --

6. Unreality --

SAMPLE #2

Guidelines for Sex-Fair Vocational Education Materials

TITLE PAGE

The research reported herein was performed to a contract No. 300760460 with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

A Checklist for Evaluating Materials

Language

- Is the generic he used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic she used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex? (e.g., the woman doctor, the male nurse)?
- Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic **he** (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)?

A Checklist for Evaluating Materials

ROLES occupational/social

- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary – female; construction worker, plumber – male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal friday" will be female?
- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, in an occasional reference to women or men in non-traditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?

ROLES occupational/social

- Are women and men assigned the traditional roles of male as breadwinner and female as caretaker of home and children?
- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers)?
- In a family where both adults work is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business is it assumed that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?

A Checklist for Evaluating Materials

OMISSIONS

- Does the text deal with the increasing movement of both men and women into non-traditional occupations?
- In historical and biographical references are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgement of the limitations placed on women in the past (e.g., Women couldn't attach their names to literature, music, inventions, etc.)?
- Are women identified by their husband's names (e.g., Mme. Pierre Curie, Mrs. F. D. Roosevelt)?
- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

A Checklist for Evaluating Materials

Audio/Visual Materials

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditional female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliché dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

APPENDIX E

ANALYSES CF CULINARY ARTS TEXTBOOKS

Elementary Baking. By William J. Sultan. New York: McGraw-Hill Book Company. 1969.

This textbook is a basic recipe book; therefore, the information it contains is factual and does not lend itself to discussing anything that might have sex or minority group stereotypes. The topics treated by this text were presented in the second person ("you") and therefore did not indicate prejudice toward any particular sex or group. The hands shown in the demonstration picture were asexual (could be either male or female) BUT all hands were white. Therefore, one could argue minority group stereotyping.

In summary, this book has a few faults, but they are minor.

Exploring Careers in Hospitality and Food Service. 4th edition. By Marilyn Kay McFarland, Vera Ramsetter, and Marialyce Knoll, Home Economics Department, Cincinnati Public Schools. Bloomington, Illinois: McKnight Publishing Company. 1975

Written Text

Written by female home economics teachers, this text is intended to be used by 7th and 8th graders at the prevocational level to help them "make wise educational choices that lead to career choices based on their personal values". Only the latter half of the book is used at Minuteman. According to the authors, such students "aware of career options" can decide to elect consumer and homemaking courses or job training preparation courses. [Foreword]

The authors are making two important assumptions here which relate to the issue of sex biased curriculum.

1. They assume that prevocational students can make serious educational decisions that have long-range implications.
2. They assume that students are free to choose preparation for homemaking OR job training.

In particular, the second assumption is very misleading.

In general, the written material is presented in impersonal sex-neutral terms, or in the second person, "you". When gender is mentioned, the authors are careful to use "he or she", and they label workers by their function rather than their position. For example, they use "hosting" rather than "host" or "hostess". Linguistically, the text is not sex biased. However, some of the content is. In one example about business possibilities, Betty starts a small shop to serve teenagers. (p. 317) Two pages later nine males are shown discussing a range of possible types of business ownership.

Pictures

However, pictorially, the book is clearly stereotyped by sex as well as race. Focusing on one of the units (IV) which contains the broadest approach to the subject, one finds many examples of stereotyping.

Unit IV, "Introduction to the Food Industry", shows the following pictures:

In Industry

Occupations for Females	Occupations for Males
Food server in family style restaurant (10 times)	Food server in gourmet restaurant
Food server in gourmet restaurant (1 time, wearing ethnic dress)	Chef (3 times)
Decorating a cake	Manufacturing (10 times)
Preparing vegetables	Preparing food
Rolling dough	Producing food
Cashier	Assembly line worker
Lab technician	Mopping a floor
Assembly line worker	Washing dishes
Developing a plan of action (while all alone, sitting down)	Operating a loader (while sitting)
	Commercial fishing (3 times)
	Cook
	Manager
	Selling food
	Distributing food
	Gathering supplies
	Training personnel
	Gathering information

At Home

Occupations for Females	Occupations for Males
Caring for young children	Producing food
Producing food	Manufacturing food
Manufacturing food	Preparing food
Preparing food	Serving food
Serving food	

Conclusions

It is clear that woman's place is in the home with young children and that her options in industry are very limited. The authors do not deal with the fact that young children grow up, and spend less time at home, or that one in five young women do not bear children. The authors do not discuss the idea that females may have to or wish to carry on both roles of homemaker and paid employee either simultaneously, or at different times in their adult lives. Men are not shown caring for their young children.

Occasionally, they instruct their sons; they are seldom shown instructing their daughters.

In sum, the text stereotypes both males and females. Vocationally, it seriously underserves girls, for it presents them with an unrealistic idea of the future, and restricts them to narrow possibilities.

Food Preparation for Hotels, Restaurants and Cafeterias. 2nd edition. By Robert G. Haines. Chicago: American Technical Society. 1968.

The author of this text has worked for over thirty years in the food service industry and has prepared this material for students interested in careers. The bulk of the text consists of food preparation skills, and as such is sex-neutral. Only Chapters 1 and 29 contain material with the potential for being biased. Therefore the review will focus on these.

In pictures, job titles, and in language, these chapters have problems in sex and race bias.

1. Linguistic -- Virtually all pronouns are masculine. One exception to gender references occurs on page 2, "food service man or woman". However, from here on in the chapter all references are to "he".
2. Pictures -- In all pictures white males dominate. One includes a single minority male, and two include one female each. In one case the female is in the background, in another she observes the action of the males. Several pictures are exclusively male. (Chapter 1)
3. Exclusion -- Under job descriptions a manager may be "he" or "she"; however, all other job descriptions refer to "he". (page 4) Some job titles are clearly male terms: Cold Meat Man, Vegetable Man. One might ask, how can a female become a manager if she is excluded or discouraged from aspiring to all the other positions under manager? (pages 4-7)
4. Fragmentation/Stereotyping -- Under menu planning, the text says: "Business section: One should offer a menu that would be attractive to men and clerical workers, featuring steaks, chops, and slightly heavy dishes with a few items that would appeal to women."
5. Glossary -- "Maitre d'" appears; "Hostess" does not.

Modern Hotel and Motel Management. 3rd Edition. By Gerald W. Lattin, with Marshall C. Warfel and Thomas W. Lattin. San Francisco: W. H. Freeman and Company. 1958.

This book also has problems in the area of sex/racial bias. They are as follows:

1. Linguistic Bias -- Male pronouns are used throughout the book, as well as male titles for positions in the Hotel/Motel Industry. Examples:

   Page 4 -- Inns are described as being run by landlords (instead of husbands and their wives, which was more often the case).

   Page 5 -- "American hotels were run for egalitarian enjoyment -- anyone could take advantage of the services of a hotel as long as he could pay for them ..." (Why couldn't a woman take advantage of the services as long as she could pay for them?)

   Organization tables also list positions by sex. Examples:

   Page 70-72 -- One finds positions such as "Maintenance Man", "Waitress", "Doorman", etc. (People reading the book could assume that some jobs were appropriate for only one sex.)

   Page 125 -- One finds "Barboys" and "Utility Men".

   Page 260 -- "Manpower Budget". (Is there no budget for female power?)

   Page 192 -- Waiters work on banquets and in the dining room; Waitresses work in the coffee shop and at the snack bar counter.

2. Exclusion -- Whenever specific people are referred to, male examples are used almost exclusively throughout the book. Evidence of this is found in the following:

   Page 201-2 -- Male examples are used (John J. Cahill, Ron).

   Page 243 -- A man is quoted, and Julius Caesar is referred to on page 235. Women should also be included.

   Index -- All people listed are males. Are there no famous women chefs or hotel owners who also could have been used as examples?

3. Stereotyping -- This is present primarily in the pictures. Examples:

   Page 69 -- Three men, one woman. The men are hotel employees waiting on the woman. Thus men are active, woman is passive.

   Page 195 -- Woman looks on while man demonstrates. Again, woman is passive, man is active.

   Page 273 -- Three men, one woman sitting by herself, watching. Again, woman is passive, man is active.

   The pictures listed above are somewhat counteracted by page 75, where the woman is dominant, and page 235 which shows a woman traveler. However, no women are shown in nontraditional roles.

Supervision and Management of Quantity Food Preparation: Principles and Procedures. By William J. Morgan, Jr. Berkeley, California: McCutchan Publishing Corporation. 1974

This book has serious problems with sex and racial/minority group bias. Its faults lie in the following areas.

1. Linguistic Bias -- Almost all pronouns are masculine, especially when used in regards to management and supervision. Examples:

   Page 15 -- In section "Future Prospects for Managers", one finds "The person who combines basic culinary skills with related supervisory expertise will be courted by companies attempting to meet customer demands ... To be successful, he ..." Why not "To become successful, he or she ...?

   Page 17 -- In section, "The Elements of Management", we find "Not long ago, an individual could hope to become a manager of a food service operation only if his father owned a restaurant..." Why couldn't females become managers if their fathers owned restaurants?

2. Exclusion -- Women are left out of the sections on the history of the food business. Examples:

   Page 43 -- "Food history is congruent with the history of man." Didn't women need to eat, too?

   Page 129 -- "No one really knows, but recipes could have been first developed when early man had an unproductive hunting trip ..." This is especially striking, since the book already pointed out that women did most of the cooking. Did women (the farmers in most cultures) only try to invent recipes when the men failed in the hunt [the products of which, one would assume from this passage, they ate raw] and they had to "make do" with vegetables?

   Page 213 -- "The history of meat is as old as man himself." Isn't it as old as women, too?

3. Stereotypes -- When women are mentioned, they are portrayed as doing traditional tasks. Examples:

   Page 3 -- "While the male members generally provided the raw food materials by hunting, fishing, trapping, or

agricultural pursuits, the female members tended the home fires and prepared the items that would later be served to the family unit."

Page 5 -- "An inn was usually owned and operated by an innkeeper assisted by his family. In many cases the innkeeper's wife served as the early counterpart of today's volume food service manager."

These two selections reinforce the stereotype of the dominant male and subordinate female. In addition, they ignore the historical fact that females -- not males -- generally engaged in the agricultural pursuits and were very possibly the inventors of many recipes. In addition, the selections ignore the fact that women performed a full range of important positions in taverns and inns, and in many cases were managers and/or owners.

4. Pictures -- Most of the pictures are of machines and have no sex bias. However, in the two pictures that are of people, bias is present.

   Page 294 -- Male worker baking

   Page 325 -- Male hands cutting

5. Tables -- The tables use "man-hours" instead of "work hours" and use male terms for certain positions (e.g. "Oyster Man"). These tables are found on pages 21 and 30-33. On page 117, the menu used was for a dinner given by a famous man. [Since women have been legendary hostesses throughout history, certainly a dinner menu for a party given by a famous hostess would have been as appropriate.] On Page 118 (also a sample menu), there appears the statement, "The chef invites you to give him an opportunity ...", and asks that you deal with the Head Waiter (not Waitress) if you wish a special dish prepared. These tables ignore the existence of women as an even potentially influential factor in the food service industry.

ACTION STEPS YOU CAN TAKE:

Send letters to publishers and distributors alerting them to the presence of sex and racial bias in their materials.

1. Be sure to identify yourself stating the school system and your position.

2. Identify the specific item which you find offensive by citing the series, title, page and example.

3. Briefly explain why you or your staff feel the material contributes to sex and/or racial bias. Express your hope that this situation will be corrected in future revisions of the item and in new publications.

An example follows.

MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT

ACTON • ARLINGTON • BELMONT • BOXBOROUGH • CARLISLE • CONCORD
LEXINGTON • LINCOLN • STOW • SUDBURY • WAYLAND • WESTON

758 MARRETT ROAD, LEXINGTON, MASSACHUSETTS 02173 (617) 861-6500

Ronald Fitzgerald
Superintendent-Director

Clifford Easton
Assistant Superintendent
Academic Programs & Planning

Renzo Ricciuti
Assistant Superintendent
Technical Programs

William Callahan
Principal

26 September 1979

Mr. John P. Daschler
Assistant Director of
Program Development
Educational Institute of
the American Hotel and
Motel Association
1407 South Harrison Road
East Lansing, Michigan 48823

Dear Mr. Daschler:

As you know, for three years we have been using Educational Institute materials for our Culinary Arts program at Minuteman.

Recently, our instructional staff completed a self-evaluation of our curriculum materials for sex and racial bias. I am enclosing a summary of the evaluation of your text, Supervision and Management of Quantity Food Preparation.

As you will see, the findings indicate that both females as well as minorities are generally excluded from both the text as well as the graphics. When mentioned, they are only portrayed in a limited number of traditional jobs.

One of our professional goals at Minuteman is to encourage all of our students, male and female, to consider the broad range of job opportunities available in the food service industry. Therefore, we need instructional materials that support this goal.

I trust you will consider our findings and needs when preparing instructional materials in the future.

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Peter Crafts
Director of Food Services

cc: McCutchan Publishing Corp.
Berkeley, California

APPENDIX F

STUDENT SURVEY

APPENDIX F

STUDENT SURVEY

Introduction

The questions in the survey were designed to gain the following information:

Information Sought	Question Number
Student motivation for majoring in Culinary Arts	1
Workstyles and self-concept	2,3,6,7
Opinion of the program	4,5
Outside employment experience and its relationship to shop	8 -- 12
Awareness of general work patterns for males and females	13 -- 16
Awareness of available jobs in the food service industry	17
Preferences and projections for employment, marriage	18 -- 22
Opinions about appropriateness of food service jobs for males and females	23 -- 25

STUDENT QUESTIONNAIRE

CULINARY ARTS -- SPRING 1979

Circle One:

Your Grade: 9 10 11 12 Postgraduate

Your Sex: M F

Birthdate: _____

CULINARY ARTS AT MINUTEMAN

1. What were the most important reasons you chose to major in Culinary Arts? (You may check either one or two answers.)

   ____ To be in same classes with friends
   ____ To prepare for a job
   ____ To prepare for culinary or management school
   ____ To satisfy parents
   ____ To study things you liked
   ____ Followed school suggestion
   ____ Friend or relative works in food service
   ____ Undecided, don't know
   ____ Other (What?) _____

2. When you need to ask someone how to do a job in the kitchen, who are you most likely to ask first besides a teacher? Check only one answer.

   A male student who is ____ your age ____ older ____ younger, OR

   A female student who is ____ your age ____ older ____ younger

3. If you need help to get a job done, who are you most likely to ask first besides a teacher? Check only one answer.

   A male student who is ____ your age ____ older ____ younger, OR

   A female student who is ____ your age ____ older ____ younger

4. How hard do you find the Culinary Arts program? Check only one answer.

   ____ very hard ____ hard ____ somewhat hard ____ not at all hard

5. Do you think any of the following are problems or difficulties in Culinary Arts? Check any answers that apply (are right for you).

   ____ Not used to electric slicers or mixers
   ____ Don't like messy jobs
   ____ Not enough chance to do different jobs
   ____ Too much pressure to prepare food quickly
   ____ Not enough time for teacher to teach new material
   ____ No problems or difficulties
   ____ Other (What?) _____

6. In your opinion, what does it take to be a student leader in Culinary Arts? Check two answers.

   ____ To be liked by the teacher
   ____ To be good at doing the work
   ____ To be liked by the students
   ____ To be able to give directions to students

7. Which would you rather do? Check only one answer:

___ Show other students how to do jobs in the kitchen

___ Have a good student show you how to do jobs in the kitchen

Outside Jobs

8. Have you ever held a regular part-time or summer job? (By "regular job" we mean one you worked at outside your home, for 5 hours or more each week, for 4 weeks or longer. Include jobs for which you were not paid. Include any jobs you did on co-op.)

Have you ever held a regular part-time or summer job? ___ Yes ___ No

9. If you checked "Yes" in question 8, answer questions 9-12. If you checked "No", skip to number 13.

List below the jobs you have held and the hourly pay you received:

Job	Pay	Job	Pay
_____	_____	_____	_____
_____	_____	_____	_____

10. How much have the things you learned in Culinary Arts helped you when you were on a regular job? Check only one answer.

___ Didn't help at all ___ Helped a little ___ Helped somewhat ___ Helped a lot

11. How much have the things you learned on regular job(s) helped you to do your work in the kitchen or in related theory class? Check only one answer.

___ Didn't help at all ___ Helped a little ___ Helped somewhat ___ Helped a lot

12. Usually, how did you get the job(s) you have held? Check any answers that apply.

___ Teacher told you about the job(s)

___ Relative or friend told you about the job(s)

___ You answered ads or job notices

Male and Female Workers in the United States

13. For every $1.00 men earn on a job, what do you think women earn? Check only one answer.

_____ $1.00 _____ 95¢ _____ 76¢ _____ 57¢

14. Consider families (with children) where there is a husband and wife. In how many families do you think both husband and wife work at paid jobs? Check only one answer:

_____ 1/4 _____ 1/3 _____ 1/2 _____ 2/3

15. About how many years do you think the average man will work for pay in his life time? Check only one answer.

_____ 23 _____ 32 _____ 40 _____ 45

16. About how many years do you think the average woman will work for pay in her life time? Check only one answer.

_____ 23 _____ 32 _____ 40 _____ 45

17. List as many wage earning jobs in the food service industry that you can think of: _____

_____

_____

18. Underline all the jobs you named above that you feel you might like to do some day.

19. What do you hope to be doing one year after you graduate from Minuteman?

_____

20. What do you hope to be doing five years after you graduate?

_____

21. How soon after graduation from Minuteman would you like to marry? Check one:

____ 1-5 years ____ 5-10 years ____ Don't know ____ Don't want to marry

22. What kinds of problems do you think you may have getting the kind of job you want? Check all that might be problems for you:

____ May not be able to get good enough grades, test scores, etc.

____ Too many people applying for jobs ____ May have to leave this area

____ May not get the job because of your sex

____ May not be able to pay for more education, training

____ May not be able to get hours that fit in with home life

____ Expect no problems ____ Don't know if I will have problems

____ Other (What?) _____

23. In your opinion, which food service jobs are better for women?

_____

24. In your opinion, which food service jobs are better for men?

_____

25. Who would you rather work with? Check only one answer:

___ A male chef or manager ___ A female chef or manager ___ Makes no difference

APPENDIX G

LIST OF RESOURCES

LIST OF RESOURCES

Below is a list of resources the staff found to be particularly useful; it is by no means comprehensive.

School Administration and Classroom Procedures

Agencies:

Education Development Center. 55 Chapel Street, Newton, Massachusetts. Telephone: (617) 969-7100, or (800) 225-3088. The center serves as the dissemination center for the products of the Women's Educational Equity Act, which operates under the U.S. Department of Health, Education, and Welfare.

Massachusetts Department of Education, Bureau of Equal Educational Opportunity. Project Director: Marlene Godfrey. Telephone: (617) 727-5880. The Bureau has many publications available free of charge. In addition, personnel are qualified to provide technical assistance to schools.

Massachusetts Department of Education, Division of Occupational Education. Sex Equity Coordinator: Maureen Lynch. Telephone: (617) 727-5735. The Sex Equity Coordinator has a library of materials available for examination. In addition, as a former guidance counselor at Shawsheen Tech, Ms. Lynch can provide advice and technical assistance for vocational/technical schools.

National Center for Research in Vocational Education. Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. The center has produced documents on strategies for combating sex bias, sex stereotyping, and sex discrimination. Their materials are available for purchase; send for free listing.

Resource Center on Sex Roles in Education, The National Foundation for Improvement in Education, 1156th Street NW, Suite 918, Washington, D.C. 20005. Many documents on strategies are available for purchase; send for free listing.

Women's Education Equity Communications Network, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. Has a directory of materials produced by each state's sex equity coordinator. Will also send materials relating to specific issues (i.e., write them, tell them what you want, and they will send it to you for a nominal fee).

Publications:

And Jill Came Tumbling After: Sexism in American Education, by Judith Stacey, Susan Bereaud and Joan Danield, eds. New York: Dell Publishing Company. 1974.

Untapped Resources in Vocational Education: A Trainer/Teacher Guide. Department of Special Vocational Services, Box 480, Jefferson City, Missouri 65102.

Publications on the Labor Market:

Massachusetts Division of Employment Security. C. F. Hurley Building, Government Center, Boston 02203. Research Library Telephone: (617) 727-6585.

National Restaurant Association. 1850 K Street NW, Washington, D.C. 20006. Has a variety of documents, among them "Foodservice Industry Profile", available free of charge.

U.S. Department of Labor, Women's Bureau, Employment Standards Administration. Washington, D.C. 20210. Many useful pamphlets available, some free. Among their titles are the following: "U.S. Working Women: A Databook" (1977) and "Why Women Work" (August 1978).

Industry Publications:

Institutions/Volume Feeding, published in Chicago by Cahners Publishing Company. Includes frequent articles dealing with women, including the following:

"Cash or Care: How Do Foodservice Careers Stack Up?" (February 1, 1977) Vol. 80, No. 3, pp. 65-71, 80.

"New Role for Dietetics Counters Cost Constraints" (March 15, 1977) Vol. 81, No. 10, pp. 76, 90.

"Careers in Slow Motion: What's Holding Women Back?", "Women Shoot Ahead on ARA's Fast Track", and "Breaching New Hurdles in Race to Foodservice Success" (June 1, 1977) Vol. 81, No. 11, pp. 50-55.

"What Do the Women Really Want?", "38 Million Working Women Put New Burdens on Foodservice", and "How to Develop Women for Management" (October 15, 1977) Vol. 81, No. 10, pp. 103-106.

food

Women in hotel management and food service

Chain and restaurant jobs are plentiful, but many find that advancement is slow

By Phyllis Hanes
Food editor of
The Christian Science Monitor

Today there are women in all areas of hotel and food service, from chef to hotel gardening and landscaping. College graduates who took hotel and management courses are being offered challenging positions with higher starting salaries and fast-paced training programs in nontraditional jobs in sales, marketing, accounting, and food and beverage service.

Executives in leading chains such as Marriott, Ramada, Sheraton, Holiday Inns, and Western International realize there are not enough women in management positions and are finding ways to help industry cope with the problem.

But although companies are willing and eager to hire new graduates, there are few well-seasoned, experienced women executives available. Those who have already worked their way to the top management spots often have a story of slow advancement, unfair pay, and constant struggle.

Val Darby, who handles placement for graduates of Florida International University's School of Hotel, Food, and Travel, says opportunity today for women in the food industry is excellent.

"We have a good representation of women in hospitality courses," Mr. Darby said. "Companies say they're looking for women and they are hiring more and more. The potential is there. But once women get jobs they don't move up the ladder the way a man does.

"They get promoted to being an assistant, then both salary and advancement seems to come to a standstill. The female has to move around from job to job to get promoted. To keep moving seems to be the only solution right now," he said.

'Lots of patience' advised

"Advancement does seem slow at first," said Lydia Shire, chef of the Cafe Plaza at Boston's Copley Plaza. "You need to know the basics and keep studying and learning. Only if you can do the job a little better than the men can you catch the eye of the boss. He will notice you if you do the job exceptionally well, whether or not he's partial toward women cooks.

"Sometimes it's disillusioning to find that not everybody is dedicated to his job," she said. "Young people often want to work at a big hotel simply to learn a few fancy things. But female beginners need to have lots of patience and to work hard," she advises.

A London Cordon Bleu graduate, Lydia has cooked in London; at the Harvard Restaurant in Cambridge, Massachusetts; and at Maison Robert, Boston. She is interested in classical, new, and regional cuisines and in fresh, good quality food and imaginative cooking.

"To be a good cook you must love food instinctively, all your life, at least that's the way it is with me," she said. "But the climate is right now. There are plenty of places where a woman can prove her abilities today."

Food director of a chain

Cari Wyman, at 24, is food director of a chain of salad restaurants called Healthworks, with five in New York and a newly opened one in Boston.

A former Parsons School of Design student, Cari "designs" salads and plans soups, casseroles, and other dishes for what she describes as a gourmet, fast-food restaurant.

The venture originated with Bruce Zenkel, president of a financial consulting firm, who thought there was a gap in New York for a restaurant specializing in really fresh produce for salads and lunches.

After unsuccessfully interviewing a number of home economists and chefs, Mr. Zenkel discovered Cari. She was getting to be known for making unusual salads and sandwiches and bringing them to co-workers at her office for lunch.

Cari is interested in all kinds of cooking, not just salads and soups. Cooking schools and a cookbook of her recipes are among some of her plans.

In the Healthworks restaurant at Boston's Faneuil Hall Marketplace, huge salads mounded with fresh greens show the emphasis on freshness. Although the restaurant is cafeteria style, it is gay and attractive as well as efficient.

Colorful, crunchy conibinations such as Pagoda Salad with Chinese lotuses, water chestnuts, bean sprouts, and bok choy are on the menu, along with one called Primavera, with zucchini, broccoli, mushrooms, cherry tomatoes, and pine nuts.

There are also traditional salads such as Chef and Nicoise, served with a variety of dressings from curry, lime, and tarragon to spinach and poppy seed, and a variety of health breads, at a starting price of $3.25. Soup and salad specials often alternate with a casserole dish or vegetable strudel or quiche.

APPENDIX H

SAMPLE JOB CHART

JOB CHART FOR CLEAN-UP: BAKERY SHOP

The job chart below has proved useful in keeping track of jobs assigned to students in the Bakery Shop at Minuteman

Name of Student	Sink	Sink	Tops and Bottoms-Benches	Tops and Bottoms-Benches	Machine Bowl, Hook, Paddle	Proof Boxes, Racks Away	Odd Jobs Stainless Steel, Put Egg Wash Away	Sweep Floor	Sweep Floor

APPENDIX I

SELECTIONS FROM

"GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS"

Guidelines for Sex-Fair Vocational Education Materials

TITLE PAGE

The research reported herein was performed to a contract No. 300760460 with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Foreword

The issues of sex-role stereotyping, sex bias and sex discrimination are major concerns which affect career preparation and employment, especially for women. The effective use of printed materials will serve to ensure sex-fair educational practices and materials.

The Bureau of Occupational and Adult Education has developed these guidelines under contract with Women on Words and Images for the purpose of helping to achieve the objective of sex-fair educational opportunities for all. These suggested guidelines should be useful when developing materials and also as a checklist for evaluating existing materials in terms of sexism. Because we cannot realistically expect schools or other organizations to immediately discard all biased texts and materials, a guide has been developed to facilitate the creative use of biased materials in a non-biased way.

It is hoped that these products will serve many people, such as vocational education administrators, researchers, and particularly teachers, counselors and students considering career options, as well as producers of materials. The resulting sex-fair materials will encourage and support the movement of females and males into non-traditional areas of work.

A word of appreciation should go to those people responsible for the completion of these guidelines. The recognition of the need for such a product by Dr. LeRoy A. Cornelsen, Director of Planning, and the contract monitoring by Deborah Ashford, Special Advisor on Women's Issues and Barbara Mroz of the Planning Office, have resulted in this timely publication. Special acknowledgment is given to the responsiveness and expertise of the contractor and her associates.

Charles H. Buzzell
Acting Deputy Commissioner for
Occupational and Adult Education

Preface

A major focus of the Bureau of Occupational and Adult Education/U.S. Office of Education has been Vocational Education. In recent years, as woman's role in society has changed, a need has developed for a revision of purpose and emphasis in existing Vocational education programs. One goal of the Bureau of Occupational and Adult Education has been to assist in these changes.

In conjunction with this goal the Bureau contracted with Women on Words & Images to prepare guidelines; to ensure freedom from sex discrimination in the development of any materials resulting from Bureau funding; to provide a checklist for evaluation of sexism in materials developed; to serve as a guide for the creative use of any existing sexist materials.

Acknowledgments go to many who helped Women on Words and Images in the preparation of these guidelines, with special thanks to the guideline reviewers, to the artist, Susan Kittredge and to our Consultant, Corinne Kyle.

We are also grateful to LeRoy A. Cornelsen, Director of Planning, Deborah Ashford, Special Advisor on Women's Issues and Barbara Mroz, Project Monitor.

Women on Words & Images
Princeton, New Jersey

Introduction

Within the educational amendments of 1972 a law, Title IX, was enacted to prohibit sex discrimination . . . "under any education program or activity receiving federal financial assistance."

Most educators remained relatively unaware of the implications of Title IX until the release of the implementing regulations in June 1975 when they received the proposed rules to carry out the mandates of this law.

There exists extensive documentation of the pervasiveness of sex discrimination and sex stereotyping in educational institutions. Sex-biased curricular materials help perpetuate this situation. In a study of 144 elementary readers, Women on Words and Images found a 5-2 male-female imbalance in both story content and illustrations. Jennifer McLeod's study of 8 secondary school social studies textbooks mentioned 1,103 different men but only 33 different women. A report by Matthews and McCune found "Vocational Education . . . is one of the most sex segregated of all education programs . . . Females predominate in those programs providing preparation for the lower-paying occupations." Discriminatory admissions policies and counseling, which result in part from biased social and cultural values, serve to maintain the status quo.

In October 1976, Congress enacted Public Law 94-482, "The Education Amendments of 1976." Title II of this Act deals with Vocational Education, emphasizing the development and conduct of programs designed to overcome sex bias and sex role stereotyping in all vocational occupations.

There are no specific mandates for curriculum, but sex-fair materials will support the intent of the Act in significant ways. Section 131 permits use of funds under Program Improvement and Supportive Services for "improved curriculum materials for presently funded programs in vocational education as well as new curriculum materials for new and emerging occupations . . . to insure that such curricula do not reflect stereotypes based on sex, race, or national origin." The resultant supportive, nonbiased materials will encourage students to explore their own potential. A complete transition to sex-fair materials and practices will undoubtedly require a period of adjustment, accompanied by enlightened attitudes and behaviors. These guidelines are an attempt to raise the awareness level of students, teachers and administrators.

Even prior to the passage of these Amendments, the Bureau of Occupational and Adult Education was concerned with limitations placed on students resulting from sex bias and sex-role stereotyping in vocational education programs. Through the efforts of Dr. LeRoy A. Cornelsen and Ms.

Deborah Ashford, this project has come to fruition.

The sample studied was drawn from commercially produced materials as well as Office of Education funded materials published after 1972. These materials, which included texts, tapes, filmstrips and charts, were secured from the Bureau of Occupational and Adult Education and various State Departments of Vocational Education. They represent 14 of 15 occupational clusters identified by the U.S. Office of Education. The Marine Science cluster was not included because materials were not available. The issues, quotes, and guidelines reported herein emerged from an analysis of 56 vocational education materials.

The guidelines for sex-fair materials were prepared with these criteria in mind:

1. 50-50 balance of males and females in any material;
2. Sex neutral or sex-fair language;
3. Specific mention of issues involved in nontraditional career choices for males and females;
4. Sex-fair occupational descriptions that accurately reflect performance required.

Although designed primarily for use by the vocational education community, it is hoped these guidelines will serve all educators. Following the guidelines, you will find a checklist for evaluating sex bias in your materials. A reading of the checklist is valuable for increasing awareness of sexism in materials; however, all sections may not be applicable to your needs and therefore may be omitted from the review process. The guidelines for creative use of biased materials will serve particularly to raise the awareness level of teachers, teacher trainers and students.

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Language

Sexism may be defined as words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Eliminating sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles. *

In the first section of these guidelines, examples are presented illustrating sexist stereotypes. Specific substitute terms are suggested supporting sex-fair language.

*National Council of Teachers of English. *Guidelines for Nonsexist Use of Language in NCTE Publications.* Copies available from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801 (1-15 copies free)

Language

Issue

Use of gender words to describe an occupation or position assumes that an occupation is best suited to that sex.

Sex Biased	Sex Fair
salesman	salesperson
chairman	chairperson
sculptress, poetess, authoress	sculptor, poet, author
mailman	lettercarrier or postal worker
housewife	homemaker, home maintenance worker
middleman	intermediary, liaison
coed	student
businessman	business person
newsman	newscaster
fireman, repairman, lineman	firefighter, plumber, electrician, line installer
clergyman	clergy member
foreman	supervisor
workman	worker
cameraman	camera technician

Guideline

Use a neutral term when describing an occupation rather than a sex-specific term. The U.S. Department of Labor has rephrased occupational titles to eliminate sex bias. *

**Dictionary of Occupational Titles Job Title Revisions to Eliminate Sex and Age Referrant Language* 1975. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Cost – $4.50)

Issue

Generic usage of the words *man, men, sir,* may imply that only males take part in these activities.

Sex Biased	Sex Fair
Dear Sir –	Dear Sir or Madam
Gentlemen	Colleagues, To Whom It May Concern, People
A man in business has to . . .	A person in business has to . . .
Food is one of man's basic needs.	Food is one of the basic needs of life.
A man-sized job	A big job

Guideline

Use a neutral term that includes both sexes. The universal male term perpetuates sex bias.

Issue

Consistent placement of the male referent before the female referent implies greater importance to the male.

Sex Biased	Sex Fair
he/she	human beings
men and women	people
males and females	both sexes
husband and wife	spouses

Guideline

Editorial policy should include a plan for using inclusive terms or for alternating order of gender referents.

Issue

Sex fairness requires the writer to abandon conventional usage of the generic *he*. Women are excluded by this practice. Similarly, men are excluded when *she* is introduced after the mention of certain occupations.

Sex Biased	Sex Fair
If an individual wants steady employment, however, he should be capable of operating several types of machines and construction equipment.	If an individual wants steady employment, however, she or he should be capable of operating several types of machines and construction equipment. —or— To seek steady employment, an individual should be capable of . . .
Usually there is room only for one file cabinet in the secretary's office or near her desk.	Usually there is room for only one file cabinet in the secretary's office or near the desk.
How early does the conductor arrive before the departure of his train?	How early does the conductor arrive before the departure of the train? —or— How early does the conductor, Mr. Jones, arrive before the departure of his train?

Guideline

Use sex-neutral or sex-fair language.

Issue

Men are usually shown in leadership roles. Often this is caused in part by the use of the generic *he*.

Sex Biased	Sex Fair
The executive dictates his thoughts.	The executive dictates his or her thoughts. —or— Executives dictate their own thoughts.
Further, the professional men, businessmen, and tradesmen add expertise through their cooperative participation in work-experience education at no cost to the school district.	Further, the professionals, business executives, and tradespeople add expertise through their cooperative participation in work-experience education at no cost to the school district.

Guideline

Include women and men equally in leadership roles.

Issue

Often in materials non-parallel construction is used. Sometimes males are referred to by their last names and women by their first names. Protocol of subordinate-dominant relationships perpetuates this imbalance since women are too often in the subordinate role.

Sex Biased	Sex Fair
During the interview the administrator, Mr. Dunn, told Linda (the job applicant) about the child welfare agency. Mr. Dunn asked Linda to attend a staff meeting with him.	During the interview the administrator, Mr. Dunn, told Ms. Simpson about the child welfare agency. —or— During the interview the administrator, Larry Dunn, told Linda Simpson about the child welfare agency.
Today we have two prominent speakers: Dr. Ed Brown and Joan White, who also holds a Ph.D.	Today we have two prominent speakers: Dr. Edward Brown and Dr. Joan White.
Men and ladies	Men and women, or ladies and gentlemen

Guideline

Men and women should be referred to in a consistent way.

Issue Women often are addressed as possessions of men.

Sex Biased	Sex Fair
A married woman usually is addressed by her husband's name, as Mrs. John Brown.	A married woman should be addressed by her own name, as Ms. Jennifer Brown.
John Smith and his wife, Jane, or the rare example, Jane Smith and her husband, John.	John and Jane Smith or Jane and John Smith
man and wife	wife and husband –or– husband and wife

Guideline Women should be referred to as having their own identity, in the same way that men are.

Issue

Adult women are referred to as girls and ladies. These terms are inappropriate.

Sex Biased	Sex Fair
Rosalind Bennett and two other girls work in the order department of . . .	Rosalind Bennett and two other women work in the order department of . . .
Both ladies made contributions to the . . .	Both women made contributions to the . . .
I'll have my girl type this.	I'll have my secretary type this.

Guideline

Use the word *woman* or *female* for adult women the same way *man* and *male* are used for adult men.

Issue

A publication may use sex-fair language initially, then lapse into use of generic *he*. Some materials will use completely sex-fair language but illustrations will show only one sex, or have sexist images.

Sex Biased	Sex Fair
If he, or she, has a knack for persuading people, he could be in advertising or public relations for companies in the chemical, aerospace, utilities, electronics or other technical industries.	If he, or she, has a knack for persuading people, advertising or public relations for companies in the chemical, aerospace, utilities, electronics, or other technical industries might be an appropriate choice.
He or she who gets hired is not necessarily the one who can do that job best, but the one who knows the most about how to get hired.	
. . . Elsewhere in this book: *You must identify the man who has the power to hire you and show him your skills can help him with his problems.*	. . . *to be consistent:* You must identify the person who has the power to hire you and show him or her how your skills can help with problems.

Guideline

Sex-fair language must be consistent throughout the material in order to successfully provide options for both sexes.

Issue

Certain jobs are associated with women (nurses, secretaries) and other jobs with men (plumbers, architects, construction workers).

Sex Biased	Sex Fair
Dental hygienists, the girls in white . . . earn approximately $8,000.	Dental hygienists earn approximately $8,000.
The key to the medical assistant's successful career is of course her dealing with the doctor's patients. How she talks to them, attends to their requests, and handles her personal relationships with them will affect the entire atmosphere in the office.	The key to a medical assistant's successful career is of course how he or she deals with the doctor's patients. How the person talks to them, attends to their requests, and handles personal relationships with them will affect the entire atmosphere in the office.
While he is working, the welder must follow strict safety regulations.	While on the job, the welder must follow strict safety regulations.

Guideline

Sex fairness requires that all occupations be presented as possible options for both females and males.

Issue

Character and emotional traits are shown as sex-linked. Males are portrayed as competent in leadership roles, emotionally insensitive and physically strong. Women are omitted from leadership roles, portrayed as inept, overly sensitive and having a preference for detail.

Example	Explanation
Gruffness, brusqueness, snapping remarks are all resented more deeply by women than are long hours and low pay. (advice to an executive)	Female and males alike would resent all forms of such treatment.
George, in his role of shop foreman, was nasty and gruff. "You think we are paying you to sleep all morning?"	The stereotypes of a nasty, gruff foreman and an incompetent female manager reflect stereotyped cultural attitudes.
Ellen as an office manager just couldn't cope. Finally, in tears, she went to the vice president and asked to be relieved of her responsibilities as office manager.	
The job of stock control is one that requires close attention to detail – something that many men do not like. For this reason some nurseries use women on their stock records.	Assumptions in this situation are made on the basis of sex rather than individual preferences, strengths or weaknesses.

Guideline

Both males and females should be portrayed as displaying the full range of human traits.

Issue

Home and family responsibilities are linked to the female sex. Only women are cautioned against jobs requiring travel or overtime, or jobs that will make it difficult to stay home with sick children. Men are not advised to assess certain careers that could interfere with home responsibilities. The materials reviewed assume that men will enter the work force upon completion of their education. They are urged to find jobs that will bring them satisfaction and to work hard so they will advance.

Examples

A career in pharmacy or training in this field for a woman is never wasted if it helps her develop a strong and healthy marriage. After all, a wife and mother – without exception – has a primary responsibility to her husband and children.

What kinds of work situations are most compatible to women with homemaking and child-raising responsibilities?

Students will identify at least three factors in the home that affect a mother's ability to work and at least three aspects of jobs that affect her ability to function as a mother/homemaker.

Guideline

Both men and women should be encouraged to discover what types of work they enjoy doing and to obtain necessary skills to achieve success. If family considerations are discussed, these should be addressed to both sexes.

Issue

Women and men are assigned traditional roles; e.g., male as breadwinner, woman as caretaker of home and children. This practice restricts the range of choices students may perceive in a world of changing roles.

Examples

If he (the owner of the garden center) is married, his wife can tend the store and keep books while he does the heavier outside work.

For example, the mother or an older sister who works might spend the night at the Demitri home with a younger baby sitter.

Most farmers expect supper whenever they come home. A lot of wives complain about this but it's a way that we live. Supper is when you get home.

Guideline

Work within the family should not be narrowly assumed to be either masculine or feminine. People are able to do a variety of tasks and are knowledgeable about a variety of subjects. Avoid the exclusive portrayal of the two-parent nuclear family, with father as wage earner and mother at home.

Issue

Family relationships irrelevant to the job are sometimes included.

Examples

In the case of a married woman, the husband's first name and his business address should be asked for.

Jane Dawson, wife of Bob Dawson, ran the union meeting.

In general, I believe, it's safe to say that nursery men are good family men: religious, fun-loving, respected citizens, and often leaders in their communities. A man who truly loves trees cannot be bad at heart.

Guideline

Omit extraneous family references. If the relationship is relevant, include it for men as well as women.

OMISSIONS

Issue

Many vocational education materials are sex biased as a result of significant omissions. Consequently students are denied adequate information on which to base their career choices.

Examples

The movement of females into non-traditional fields is occasionally mentioned in a token way without adequate discussion of historical or contemporary discriminatory practices.

Movement of males into fields traditionally dominated by women is all but ignored.

Guideline

Adequate discussion concerning non-traditional career choices must be included for males and females.

Issue

Achievements of women often are omitted in historical or biographical material.

Sex Biased	Sex Fair
Jean Piaget's theories of child development have influenced education today.	Jean Piaget and Maria Montessori are among those whose contributions to child development have influenced education today.

Guideline

When giving biographical references, it is essential to research the field for examples of female contributions.

Physical Appearance

Issue

Basic grooming advice for women and men appears in some vocational education materials. However, female workers are too often portrayed as decorative objects and urged to "heighten" their physical assets beyond the essentials of good grooming.

Example

A smart secretary will dress to please her boss.

Good posture, attractive glasses, manicured hands, smooth arms and legs, proper girdles to firm buttocks – all enhance the physical qualities we have inherited. The secretary who does not make the most of her physical attributes is not doing herself justice.

Another familiar person on the medical scene is the dental hygienist, the girl in white with the flashing T.V. smile.

Guideline

Physical description irrelevant to the performance of the job should be omitted.

Audio Materials

Issue

Most audio material is narrated by a male voice. This practice reinforces the stereotype of the male as primary authority. Occasionally, a female voice is used for stereotyped occupations as nursing, child care, as well as the subject of sex role stereotyping.

Guideline

Include female as well as male voices equally in the full range of vocational education narrative materials.

A balanced audio narrative uses both female and male voices throughout full range of situations and occupational tasks.

VISUAL MATERIALS

Unequal Graphic Representations of Persons

Issue

Frequently only the attractive and preferred body types are represented with males far exceeding females.

Sex Biased

In this illustration males outnumber and overshadow females.

Sex Fair

This illustration includes a variety of racial and body types and is sex equal.

Guideline

In every publication there should be an equal number of males and females represented. Any composite or group image should be sex fair and display a full range of body types, ages and ethnic groups.

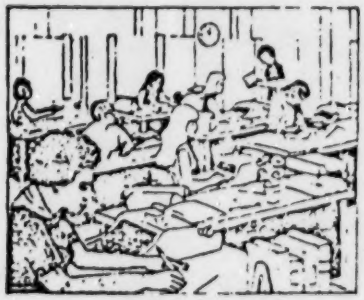
Inconsistency and Omission

Issue

Frequently when the text is non-sexist including both sexes in equal and various roles, the graphics will be biased.

Sex Biased

Males are excluded from the illustration of a typing pool yet are mentioned in text.



Sex Fair

This illustration should be included in a sex-fair text.

Sex Biased

This scene is all male except for the secretary, "all female"! Women are rarely presented in leadership roles.

Sex Fair

This illustration of a Union meeting shows both sexes participating equally.

Guideline

Graphics and text should be consistently sex fair and include equal options for both sexes in content and illustrations.

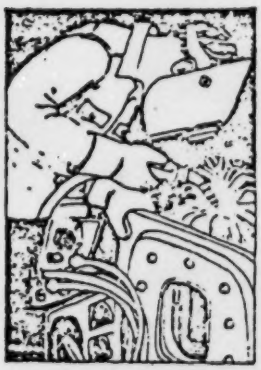
Stereotyped Illustrations of Roles

Issue

Certain occupations are assumed to be for males or females. Rarely are they depicted for both sexes. It is assumed in most illustrations that a garage mechanic will be a male and a practical nurse will be a female.

Sex Biased

It is assumed here that a welder is male.



Sex Biased

Again the cleaning person is a smiling female and the carpenter, police officer and fire fighter are male. The unequal representation also reinforces the traditional view of the job world.

Sex Fair

The only qualification for an auto mechanic should be competence.

Sex Fair

Men are not excluded from the secretarial pool.

Issue

Family roles parallel occupational roles with mother caring for the children while father earns the money.

Sex Biased

Traditional role assignments should not be shown exclusively.

Sex Fair

No role is automatically assigned.

Guideline

There should be an equal distribution of sexes in both traditional and non-traditional jobs as well as in family and social roles.

Stereotyped Role Rehearsal for Children

Issue

When illustrating role rehearsal, children are shown imitating their parents in stereotyped ways, assigning sexist behavior and aspirations to each sex.

Sex Biased

Sex Fair

Guideline

Children must be shown imitating adults with free option to select traditional and non-traditional roles, in daily living, in chores or at play.

Issue

Women are commonly illustrated as sex objects with big bosoms and short skirts, as the cliche "dumb broad" or child-woman. Men, by contrast, are drawn as more serious, important or active persons even when caricatured.

Sex Biased

Sex Fair

Exaggeration doesn't have to be stereotyped.

Guideline

Avoid stereotyped belittlement of women or men. Men and women are sexual beings and serious beings. Caricatures are amusing and instructive, but the artist should avoid using stereotypes.

Issue

Biased graphics often include stereotyped stick figures, predominantly male background figures or neuter persons that avoid making a necessary statement.

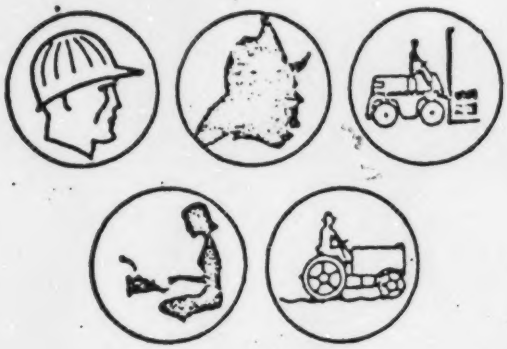
Sex Biased

Sex Fair

Symbols should be used presenting any occupation as suitable for both sexes.

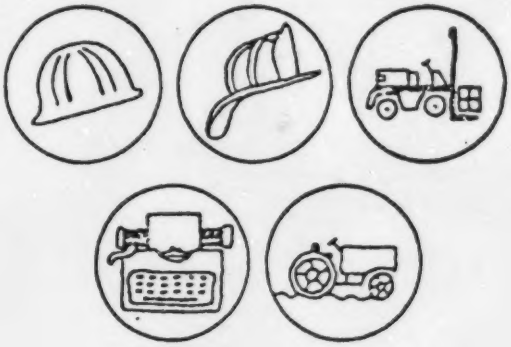
Sex Biased

These are some of the symbols currently used by the U.S. Office of Education to represent various occupational clusters. The symbols present a sexist view of certain occupations.



Sex Fair

These symbols eliminate the sex bias.



Guideline

Avoid stereotyping in graphs and charts. Background figures should include a mixture of sexes and neuter drawings should be avoided when a statement of sex is demanded.